WASHINGTON STATE BOARD OF HEALTH

Notice of Public Meeting

School Environmental Health and Safety Rule Project
Technical Advisory Committee
Thursday, August 1, 2024, 8:30 a.m. – 2:30 p.m.
Meeting location:
Confluence Technology Center
285 Technology Center Way
Wenatchee, WA 98801
Meeting Rooms: Okanogan & Entiat
Language interpretation available

Agenda

Time	Agenda Item	Speaker
8:30 a.m.	Call to Order	Andrew Kamali, Project Manager
8:35 a.m.	1. Welcome Video	Patty Hayes, TAC Chair
8:40 a.m.	2. Meeting Objectives	Karen Langehough, Facilitator
8:50 a.m.	3. Introductions/Ice Breaker	Karen Langehough, Facilitator
10:00 a.m.	4. Role of SBOH & Project History	Andrew Kamali, Project Manager
10:20 a.m.	5. Proviso & Timeline	Andrew Kamali, Project Manager
10:40 a.m.	Break	
10:50 a.m.	6. Charter Agreement	Karen Langehough, Facilitator
11:20 a.m.	7. Decision-Making Options	Karen Langehough, Facilitator
11:40 a.m.	8. Proposed Meeting Dates and Locations	Andrew Kamali, Project Manager
12:00 p.m.	Lunch	
1:00 p.m.	9. Open Discussion/Questions	Karen Langehough, Facilitator
2:00 p.m.	10. Next Steps	Andrew Kamali, Project Manager
2:10 p.m.	Adjournment	

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- **To access the meeting online and to register:**
  https://us02web.zoom.us/webinar/register/WN_tDNCXI-HSV2o5eoYzQmNhQ

- **You can also dial-in using your phone for listen-only mode:**
  Call in: For higher quality, dial a number based on your current location

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+1 669 444 9171	+1 669 900 9128	+1 719 359 4580
+1 386 347 5053	+1 507 473 4847	+1 564 217 2000
+1 646 558 8656	+1 646 931 3860	+1 689 278 1000
+1 301 715 8592	+1 305 224 1968	+1 309 205 3325
+1 312 626 6799	+1 360 209 5623	

Webinar ID: 847 8644 6696
Passcode: 620348

Important meeting information to know:

- Times are estimates only. We reserve the right to alter the order of the agenda.
- Every effort will be made to provide Spanish interpretation, American Sign Language (ASL), and/or Communication Access Real-time Transcription (CART) services. Should you need confirmation of these services, please email wsboh@sboh.wa.gov in advance of the meeting date.
- If you would like meeting materials in an alternate format or a different language, or if you are a person living with a disability and need reasonable modification, please contact the State Board of Health at (360) 236-4110 or by email wsboh@sboh.wa.gov. Please make your request as soon as possible to help us meet your needs. Some requests may take longer than two weeks to fulfill. TTY users can dial 711.

Information about giving written public comment:

- Please visit the Board's Public Comment webpage for details.

WASHINGTON STATE BOARD OF HEALTH

Aviso de reunión pública

Proyecto de desarrollo de normas de salud y seguridad ambiental escolar Comité de Asesoramiento Técnico
Jueves 1.º de agosto de 2024, de 8:30 a.m. a 2:30 p.m.
Lugar de la reunión:
Confluence Technology Center
285 Technology Center Way
Wenatchee, WA 98801
Salas de reunión: Okanogan y Entiat
Hay servicios de interpretación lingüística disponibles.

Propuesta de orden del día

Hora	Punto del orden del día	Orador/a
8:30 a.m.	Apertura	Andrew Kamali, gerente de proyectos
8:35 a.m.	1. Video de bienvenida	Patty Hayes, presidenta del TAC (por su sigla en inglés, Comité de Asesoramiento Técnico)
8:40 a.m.	2. Objetivos de la reunión	Karen Langehough, facilitadora
8:50 a.m.	3. Presentaciones y conversación inicial	Karen Langehough, facilitadora
10:00 a.m.	4. Historia del proyecto y rol de la SBOH (por su sigla en inglés, Mesa Directiva de Salud del Estado de Washington	Andrew Kamali, gerente de proyectos
10:20 a.m.	5. Disposición y cronograma	Andrew Kamali, gerente de proyectos
10:40 a.m.	Receso	
10:50 a.m.	6. Acta constitutiva	Karen Langehough, facilitadora
11:20 a.m.	7. Opciones para la toma de decisiones	Karen Langehough, facilitadora
11:40 p.m.	8. Fechas propuestas para la reunión e información de la reunión	Andrew Kamali, gerente de proyectos
12:00 p.m.	Almuerzo	Karen Langehough, facilitadora
1:00 p.m.	9. Debate abierto/preguntas	Karen Langehough, facilitadora
2:00 p.m.	10. Siguientes pasos	Andrew Kamali, gerente de proyectos
2:10 p.m.	Levantamiento de la sesión	

WASHINGTON STATE BOARD OF HEALTH

Aviso de reunión pública

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Salas de reunión: Okanogan y Entiat
Hay servicios de interpretación lingüística disponibles.

- **Para acceder a la reunión en línea y registrarse:**
  https://us02web.zoom.us/webinar/register/WN_tDNCXI-HSV2o5eoYzQmNhQ

- **También puede marcar con su telefono para utilizar la modalidad de solo excucha:**
  Llamada: Para mayor calidad, marque un número según su ubicación actual

+1 253 205 0468	+1 253 215 8782	+1 346 248 7799
+1 669 444 9171	+1 669 900 9128	+1 719 359 4580
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+1 301 715 8592	+1 305 224 1968	+1 309 205 3325
+1 312 626 6799	+1 360 209 5623	

Id. del seminario web: 847 8644 6696
Contrasena: 620348

Información importante de la reunión que debe saber:

- Los horarios son estimativos. Nos reservamos el derecho de modificar el orden de los puntos a tratar en la reunión.
- Se hará todo lo posible para proporcionar interpretación en español, lenguaje de señas americano (ASL, por su sigla en inglés) o servicios de transcripción en tiempo real (CART, por su sigla en inglés). Si necesita confirmación sobre estos servicios, envíe un correo electrónico a wsboh@sboh.wa.gov antes de la fecha de la reunión.
- Si desea acceder a los materiales de la reunión en un formato alternativo o en otro idioma, o si usted es una persona que tiene una discapacidad y necesita una modificación razonable, comuníquese con la Mesa Directiva de Salud llamando al (360) 236-4110 o enviando un correo electrónico a wsboh@sboh.wa.gov. Le pedimos que presente su solicitud lo antes posible para ayudarnos a satisfacer sus necesidades. Es posible que algunas solicitudes tarden más de dos semanas en atenderse.
  Los usuarios de TTY pueden marcar el número 711.

Información para hacer comentarios públicos escritos:

- Visite la página web de comentarios públicos para obtener detalles.

School Environmental Health and Safety Rule Project 2024 - 2025

2024 Supplemental Operating Budget

Section 222, Subsection 159, Page 492[1]

Proviso Language:

(a) $750,000 of the general fund—state appropriation for fiscal year 2025 is provided solely to review and update the rules for school environmental health and safety. The state board of health and the department shall conduct the review in collaboration with a multi-disciplinary technical advisory committee. The proposed new rules shall establish the minimum statewide health and safety standards for schools. The state board of health shall consider the size of school districts, regional cost differences, the age of the schools, the feasibility of implementing the proposed rules by section or subject area, and any other variables that may affect the implementation of the rules. In developing proposed rules, the state board of health shall:

(i) Convene and consult with an advisory committee consisting of, at minimum, representatives from:
(A) The office of the superintendent of public instruction;
(B) Small and large school districts;
(C) The Washington association of school administrators;
(D) The Washington state school directors' association;
(E) The Washington association of maintenance and operations administrators; and
(F) The Washington association of school business officials;

(ii) After the development of the draft rules, the state board of health shall meet at least one time with the advisory committee and provide the opportunity for the advisory committee to comment on the draft rules;

(iii) Collaborate with the office of the superintendent of public instruction and develop a fiscal analysis regarding proposed rules that considers the size of school districts, regional cost differences, the age of the schools, range of costs for implementing the proposed rules by section or subject area, and any other variables that may affect costs as identified by the advisory committee; and

(iv) Assist the department in completing environmental justice assessments on any proposed rules.

(b) The office of the superintendent of public instruction, the department, the state board of health, the advisory committee, and local health jurisdictions shall work collaboratively to develop and provide a report to the office of the governor and appropriate committees of the legislature by June 30, 2025, detailing prioritized sections or subject areas of the proposed rules that will provide the greatest health and safety benefits for students, the order in which they should be implemented, and any additional recommendations for implementation.

[1] https://fiscal.wa.gov/statebudgets/2024proposals/Documents/co/5950-S.SL.pdf

WASHINGTON STATE BOARD OF HEALTH

School Environmental Health and Safety Rule Project 2024 - 2025

TAC Membership

MEMBER	ALTERNATE	REPRESENTING
Patty Hayes WSBOH Chair		Washington State Board of Health
Tyler Muench Director of Advocacy & External Affairs	**Randy Newman** Director of School Facilities & Organization	Washington State Office of Superintendent of Public Instruction
Steve Main Division Director, School Safety Lead	**Sandy Phillips** School Health and Safety Program Technical Advisor	Spokane Regional Health District
Gina Yonts Associate Director	**Roz Thompson** Director of Government Relations	Association of Washington School Principals
Geoff Lawson Operations Coordinator	**Jeff Rogers** Manager or Environmental Health & Safety	Washington Association of Maintenance and Operation Administrators & Auburn School District
Tammy Bigelow Board Director – Region 121	**Nicole Roel** WASBO Board of Directors, Olympia ESD 114	Washington Association of School Business Officials
David Hammond School Construction Committee Chair	**Dan Steele** Assistant Executive Director, Government Relations	Washington Association of School Administrators
Suzanne Hanson Executive Director	**Sharon Ricci** Community Relations	Washington Federation of Independent Schools
Kate Espy Board Member and Legislative Representative		South Kitsap School District
Erin Hockaday Senior Manager, Surveillance & Investigation		Benton-Franklin Health District

School Environmental Health and Safety Rule Project 2024 - 2025

TAC Membership

MEMBER	ALTERNATE	REPRESENTING
Laurette Rasmussen School EH Specialist	**Jamie Bodden** WSALPHO Managing Director	Whatcom County Health & Community Services
Lauren Jenks Assistant Secretary, Environmental Public Health	**Kelly Cooper** Director, Policy and Legislative Relations	Washington State Department of Health
Kevin Jacka Executive Director	**Richard Conley** Consultant	The Rural Alliance
Samantha Fogg Co-President Seattle Council PTSA		Seattle Council PTSA
Devon Kellogg Volunteer WSPTA, Advocacy Committee	**Susan Baird-Joshi** Volunteer WSPTA	Washington State PTA
Laura Peterson Volunteer/Appointed Role WSPTA		Washington State PTA
Brook Wilkerson Director of Operational Supports	**Anders Lindgren** President	School Ops
Preet Singh Director of Health Services	**Jessica Sankey** Chief Operations Officer	Bellingham Public Schools
Brian Buck Executive Director of Support Services	**Kenny Johnson** Director of Maintenance & Operations	Lake Washington School District
Kellie Lacey Assistant Director of Human Resource	**Kelsey Greenough** Records Specialist	Richland School District
Nicole Daltoso Senior Director of Capital Facilities	**Martin (Marty) Madarieta** Director of Maintenance	Evergreen Public Schools

TAC Membership

MEMBER	ALTERNATE	REPRESENTING
Brian Freeman Superintendent		Inchelium School District
Rebecca Doughty Executive Director of School Support Services (Operations)		Spokane Public Schools
Jared Mason-Gere Government Relations Staff	**Julie Salvi** Lobbyist/Government Relations	Washington Education Association
Jake Cook Public Advocate		Public
Pam Schwartz Assistant Superintendent	**Doug Rich** Superintendent	Washington State Catholic Conference

School Rule Project Staff

Andrew Kamali
School Rule Project Manager

Nina Helpling
Policy Advisor

Mary Baechler
Community Engagement Coordinator

Marcus DeHart
Communications Consultant

Crystal Ogle
Administrative Assistant

WASHINGTON STATE BOARD OF HEALTH

School Environmental Health and Safety Rule Project 2024 - 2025

What: Updates to K-12 School Environmental Health and Safety Standards

The Washington State Board of Health (Board) is working to develop new proposed standards for K–12 school environmental health and safety. The Board plans to develop and propose new language to the legislature by June 2025.

Why:

The current standards are over 50 years old, and the Legislature considers them outdated. Legislative restrictions delayed updating the standards, but now the Legislature has directed the Board to propose a new school environmental health and safety rule. As part of that process the Board is inviting all interested parties (parents, teachers, administrators, the general public) to provide comments and make recommendations.

History:

Chapter 246-366[1] of the Washington Administrative Code (WAC) sets the current standards for K–12 school environmental health and safety for over one million students. In 2004, the Board initiated rulemaking to update this outdated rule and spent the next five years creating and adopting chapter 246-366A[2] WAC.

In the 2009–2011 biennium, the Legislature directed the Department of Health (Department) and the Board not to implement any new or amended rules related to these school facility standards due to concerns about the cost of implementation. Every budget since 2010 has included the proviso. In response, the Board has continued to extend the effective date of Chapter 246-366A.

In 2016, Governor Inslee directed the Department to continue providing technical assistance and guidance for school districts to conduct voluntary water quality tests[3]. The Legislature appropriated over 7.4 million dollars to the Department and the Office of the Superintendent of Public Instruction (OSPI) during the 2019–2021 and 2021–2023 biennium budgets to support lead testing and remediation in schools.

During the 2024 legislative session, the Legislature included funds for the Board to review chapter 246-366 and 246-366A WACs and to propose updated environmental health and safety standards for K–12 schools in Washington state.

[1] https://apps.leg.wa.gov/WAC/default.aspx?cite=246-366&full=true&pdf=true
[2] https://apps.leg.wa.gov/wac/default.aspx?cite=246-366A&full=true&pdf=true
[3] https://governor.wa.gov/sites/default/files/directive/dir_16-06.pdf

School Environmental Health and Safety Rule Project 2024 - 2025

The Legislature directed the Board to:

- Convene a technical advisory committee (TAC) consisting of various school associations, school districts, and OSPI to propose updated requirements.
- Collaborate with OSPI to develop a fiscal analysis.
- Assist the Department in completing an environmental justice assessment[4] on any proposed rule.
- Work with the Department, OSPI, the TAC, and local health jurisdictions to provide a report to the Office of the Governor and appropriate committees of the Legislature by June 30, 2025.

The Board's Timeline:

DATE	MILESTONE/ACTION	PURPOSE
May 2024	Invite TAC Members	In addition to the members that the proviso required, the Board will include additional members such as Parent-Teacher Organizations, Teachers Unions, Students, and Private Schools.
June 20, 2024	Filed CR-101 Pre-proposal Statement of Inquiry	The Board formally filed WSR 24-13-117[5] to announce the intent to create rule language.
Aug 2024 – Nov 2024	TAC Meetings	The Board rulemaking team works with TAC members to draft rule language and discuss implementation.
Nov 2024	Initial Draft Rule Complete	Interested parties and members of the public review the draft rule language.
Dec 2024	Focus Groups	The Board rulemaking team holds virtual and in-person meetings to discuss the preliminary draft language and make informed decisions about the finalized draft rule language. These meetings will take place across Washington state.
Dec 2024	Informal Comment Period	The Board rulemaking team invites all interested parties to review and share feedback on the draft rule language.

[4] https://doh.wa.gov/community-and-environment/health-equity/environmental-justice/assessments
[5] https://sboh.wa.gov/sites/default/files/2024-06/WSR 24-13-117.pdf

School Environmental Health and Safety Rule Project 2024 - 2025

The Board's Timeline:

DATE	MILESTONE/ACTION	PURPOSE
March 12, 2025	Preliminary Review by the Board	Board Members preliminary review of the draft proposed rule language, Environmental Justice Assessment, and Fiscal Analysis.
April 9, 2025	TAC Provides Recommendations to the Board	TAC members address the Board to provide comments and make recommendations.
May 2025	Final Draft Rule Proposal	After considering all comments and recommendations, the Board will finalize the draft rule.
June 11, 2025	Board Approves Report	The Board approves the final draft rule documents and recommendations and will submit them to the Governor's office and legislative committees.
June 30, 2025	Report to the Governor	The Board will submit the final draft rule language, Environmental Justice Assessment, and Fiscal Analysis to the Governor's office and legislative committees.

You can subscribe at schoolehs@sboh.wa.gov to receive notifications about this rule update or participate in our TAC meetings, focus groups, or provide informal comments.

For more information, please visit our website[6].

Do you have questions about this rule or the environmental justice assessment? If so, please contact us at schoolehs@sboh.wa.gov.

[6] https://sboh.wa.gov/rulemaking/agency-rules-and-activity/2024-2025-school-rule-review-project

WASHINGTON STATE BOARD OF HEALTH

School Environmental Health and Safety Rule Project 2024 - 2025

DATE	MILESTONE/ACTION	PURPOSE
May 2024	Invite Technical Advisory Committee (TAC) Members	In addition to the members that the proviso required, the Board will include additional members such as Parent-Teacher Organizations, Teachers Unions, Students, and Private Schools.
June 20, 2024	Filed CR- 101 Pre-proposal Statement of Inquiry	The Board formally filed WSR 24-13-117[1] to announce the intent to create rule language.
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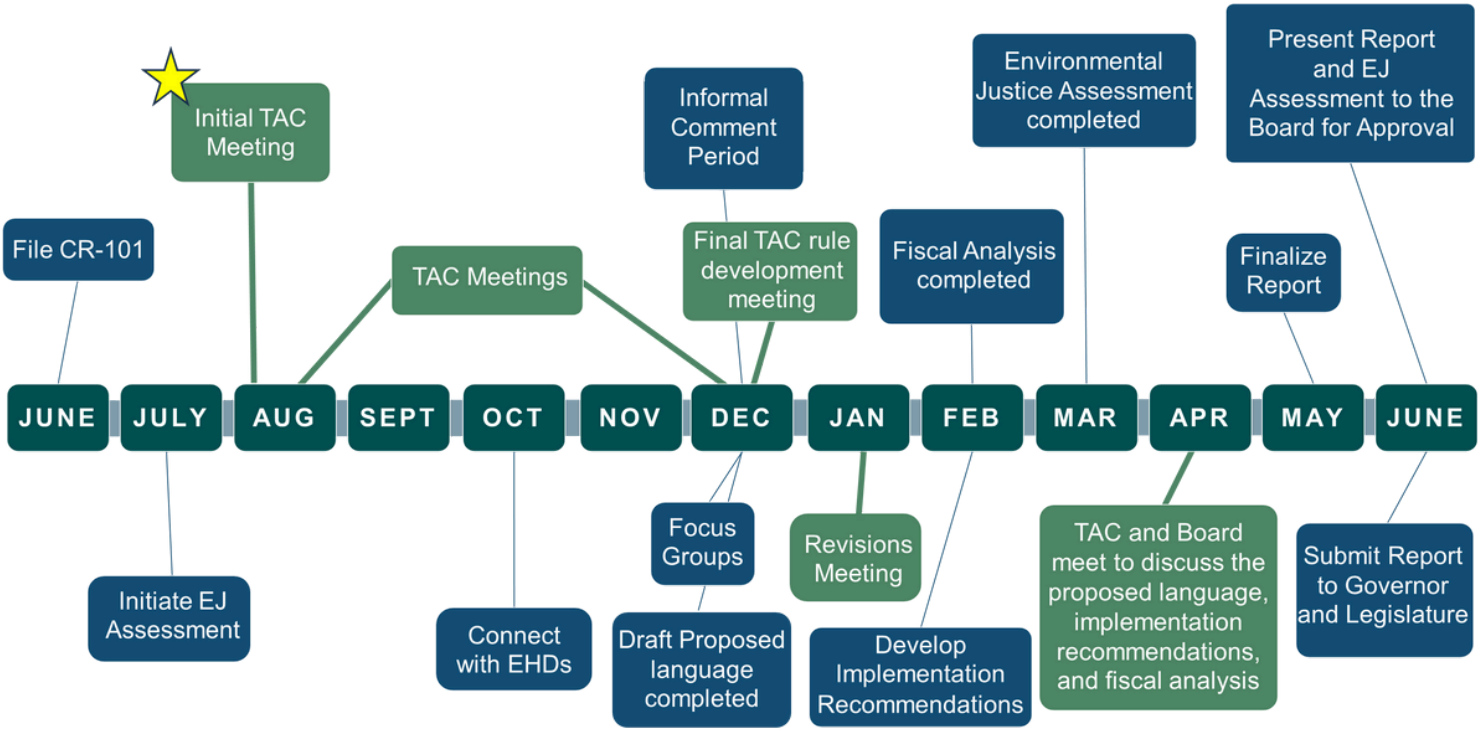
WASHINGTON STATE BOARD OF HEALTH

School Environmental Health and Safety Rule Project 2024 - 2025



WASHINGTON STATE BOARD OF HEALTH

School Environmental Health and Safety Rule Project 2024 - 2025

Technical Advisory Committee (TAC) Charter
Start Date: August 1, 2024 **End Date**: June 30, 2025
Members: See TAC Membership Addendum A

Objective

To review and update the rule for school environmental health and safety. The State Board of Health (Board) and the Department shall conduct the review with a multi-disciplinary technical advisory committee (TAC). The proposed new rule shall establish the minimum statewide health and safety standards for schools. The TAC will help the state board of health consider the size of school districts, regional cost differences, the age of the schools, the feasibility of implementing the proposed rule by section or subject area, and any other variables that may affect the implementation of the rule.

Team Expectations

We will:

- Be respectful of all perspectives and opinions.
- Communicate openly and respectfully, disagree without being disagreeable.
- Assume positive intent and ask for clarification.
- Share the air—allow everyone to share insights, one person speaking at a time.
- Ask questions and seek to understand.
- Be on time for meetings and calls.
- Be present and actively participate (no multitasking during meetings).
- Be efficient with our meeting time.
- Meet deadlines and commitments.
- Support the decisions of the group and committee.
- Stay focused on the goals and objectives of the committee.

Decision Making

To be filled in at the meeting.

Reference Materials

- Chapter 246-366 WAC[1] Primary and Secondary Schools
- Chapter 246-366A WAC[2] Environmental Health and Safety Standards for Primary and Secondary Schools
- Chapter 296-800 WAC[3] Safety and Health Core Rules
- Title 110 WAC[4] Children, Youth, and Families, Department of

[1] https://app.leg.wa.gov/WAC/default.aspx?cite=246-366&full=true&pdf=true
[2] https://app.leg.wa.gov/WAC/default.aspx?cite=246-366A&full=true&pdf=true
[3] https://apps.leg.wa.gov/WAC/default.aspx?cite=296-800&full=true&pdf=true
[4] https://apps.leg.wa.gov/wac/default.aspx?cite=110&pdf=true

WASHINGTON STATE BOARD OF HEALTH

School Environmental Health and Safety Rule Project 2024 - 2025

Information Sharing

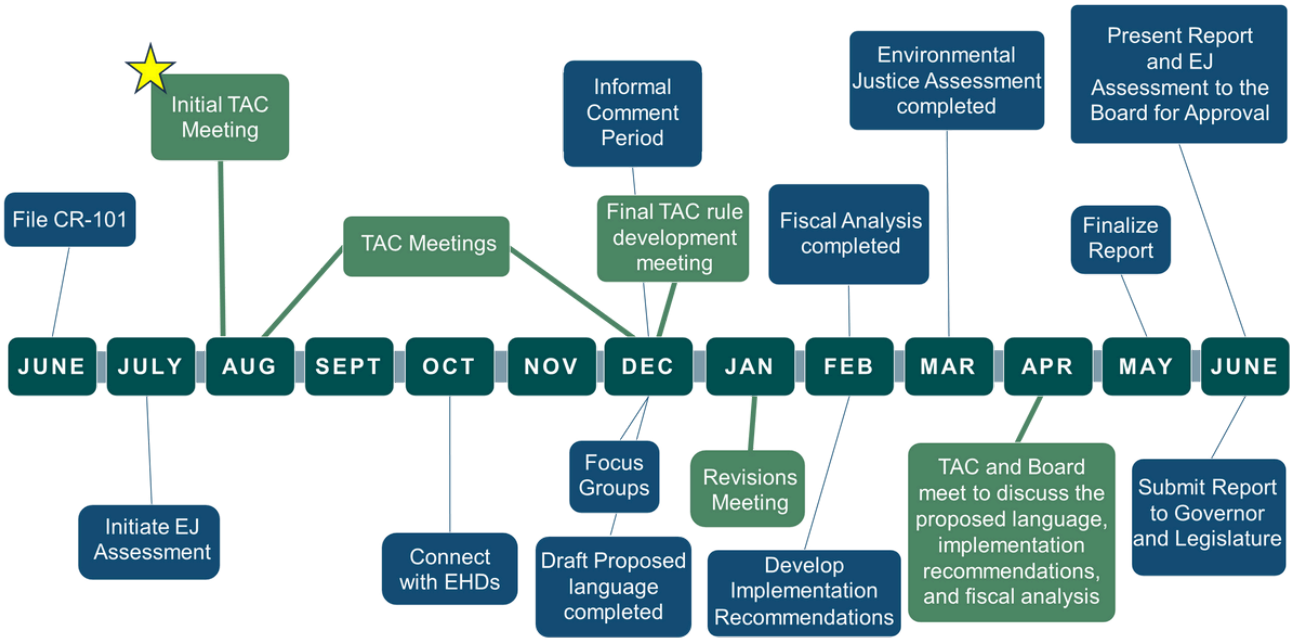
SBOH Project Team will:

- Email meeting materials 72 hours before the scheduled meeting
- Email updates and notices to TAC members and designated alternates
- Post information on 2024-2025 School Rule Review Project | SBOH (wa.gov)[5] to keep the public informed.

TAC Timeline

Date	Location
Thursday, August 1, 2024	Wenatchee
Thursday, August 22, 2024	Olympia
Tuesday, September 17, 2024	North Sound
Friday, October 4, 2024	Leavenworth
Thursday, October 17, 2024	Olympia
Thursday, October 31, 2024	Olympia
Wednesday, November 20, 2024	Spokane
Wednesday, December 4, 2024	Olympia

Project Timeline



[5] https://sboh.wa.gov/rulemaking/agency-rules-and-activity/2024-2025-school-rule-review-project

School Environmental Health and Safety Rule Project 2024 - 2025

Addendum A: Members Roles and Responsibilities

MEMBER	ALTERNATE	REPRESENTING	ROLE/RESPONSIBILITY
Patty Hayes WSBOH Chair		Washington State Board of Health	TAC Chair – SBOH liaison between TAC and SBOH
Andrew Kamali School Rule Project Manager		Washington State Board of Health	Project Manager – Coordinate rule revision project
Nina Helpling Policy Advisor		Washington State Board of Health	Policy Analysts – Analyze and develop rule language
Mary Baechler Community Engagement Coordinator		Washington State Board of Health	Community Outreach – Facilitate community education and participation
Marcus DeHart Communications Consultant		Washington State Board of Health	Communications – Designs communications documents and tools for distribution
Crystal Ogle Administrative Assistant		Washington State Board of Health	Administrative Support – Scheduling, travel organization, meeting support
Tyler Muench Director of Advocacy & External Affairs	**Randy Newman** Director of School Facilities & Organization	Washington State Office of Superintendent of Public Instruction	Technical advisor for rule development
Steve Main Division Director, School Safety Lead	**Sandy Phillips** School Health and Safety Program Technical Advisor	Spokane Regional Health District	Technical advisor for rule development
Gina Yonts Associate Director	**Roz Thompson** Director of Government Relations	Association of Washington School Principals	Technical advisor for rule development
Geoff Lawson Operations Coordinator	**Jeff Rogers** Manager or Environmental Health & Safety	WAMOA & Auburn School District	Technical advisor for rule development

WASHINGTON STATE BOARD OF HEALTH

School Environmental Health and Safety Rule Project 2024 - 2025

MEMBER	ALTERNATE	REPRESENTING	ROLE/RESPONSIBILITY
Tammy Bigelow Board Director – Region 121	**Nicole Roel** WASBO Board of Directors, Olympia ESD 114	Washington Association of School Business Officials	Technical advisor for rule development
David Hammond School Construction Committee Chair	**Dan Steele** Assistant Executive Director, Government Relations	Washington Association of School Administrators	Technical advisor for rule development
Suzanne Hanson Executive Director	**Sharon Ricci** Community Relations	Washington Federation of Independent Schools	Technical advisor for rule development
Kate Espy Board Member and Legislative Representative		South Kitsap School District	Technical advisor for rule development
Erin Hockaday Senior Manager, Surveillance & Investigation		Benton-Franklin Health District	Technical advisor for rule development
Laurette Rasmussen School EH Specialist	**Jamie Bodden** WSALPHO Managing Director	Whatcom County Health & Community Services	Technical advisor for rule development
Lauren Jenks Assistant Secretary, Environmental Public Health	**Kelly Cooper** Director, Policy and Legislative Relations	Washington State Department of Health	Technical advisor for rule development
Kevin Jacka Executive Director	**Richard Conley** Consultant	The Rural Alliance	Technical advisor for rule development
Samantha Fogg Co-President Seattle Council PTSA		Seattle Council PTSA	Technical advisor for rule development
Devon Kellogg Volunteer WSPTA, Advocacy Committee	**Susan Baird-Joshi** Volunteer WSPTA	Washington State PTA	Technical advisor for rule development
Laura Peterson Volunteer/Appointed Role WSPTA		Washington State PTA	Technical advisor for rule development

MEMBER	ALTERNATE	REPRESENTING	ROLE/RESPONSIBILITY
Brook Wilkerson Director of Operational Supports	**Anders Lindgren** President	School Ops	Technical advisor for rule development
Preet Singh Director of Health Services	**Jessica Sankey** Chief Operations Officer	Bellingham Public Schools	Technical advisor for rule development
Brian Buck Executive Director of Support Services	**Kenny Johnson** Director of Maintenance & Operations	Lake Washington School District	Technical advisor for rule development
Kellie Lacey Assistant Director of Human Resource	**Kelsey Greenough** Records Specialist	Richland School District	Technical advisor for rule development
Nicole Daltoso Senior Director of Capital Facilities	**Martin (Marty) Madarieta** Director of Maintenance	Evergreen Public Schools	Technical advisor for rule development
Brian Freeman Superintendent		Inchelium School District	Technical advisor for rule development
Rebecca Doughty Executive Director of School Support Services (Operations)		Spokane Public Schools	Technical advisor for rule development
Jared Mason-Gere Government Relations Staff	**Julie Salvi** Lobbyist/Government Relations	Washington Education Association	Technical advisor for rule development
Jake Cook Public Advocate		Public	Technical advisor for rule development
Pam Schwartz Assistant Superintendent	**Doug Rich** Superintendent	Washington State Catholic Conference	Technical advisor for rule development

Following discussions, decision-making options include:

Roman

Everyone votes at the same time. This is a thumbs down, thumbs to the side, or thumbs up method. If you disagree, vote with a thumb up. If you're neutral and will support the majority, vote with a thumb sideways. If you agree, vote with a thumb up. If there are equal thumbs up and thumbs down, the facilitator will continue the discussion followed by another vote. If the majority of the votes are neutral, the facilitator will ask for further discussion and another vote.

I disagree.

I'm neutral.
I'll support the majority vote.

I agree.

Fist to Five

Everyone votes at the same time. The number of fingers (0 to 5) indicates if you strongly disagree (0) or strongly agree (5). The option passes when the majority of votes are 3 or above. When appropriate, the facilitator may ask your opinion if you vote 2 or less even if the majority is 3 and above. After discussion, the facilitator may ask for a revote. Discussion and voting will continue until the majority of votes are 3 or higher.

No way!
I strongly object.

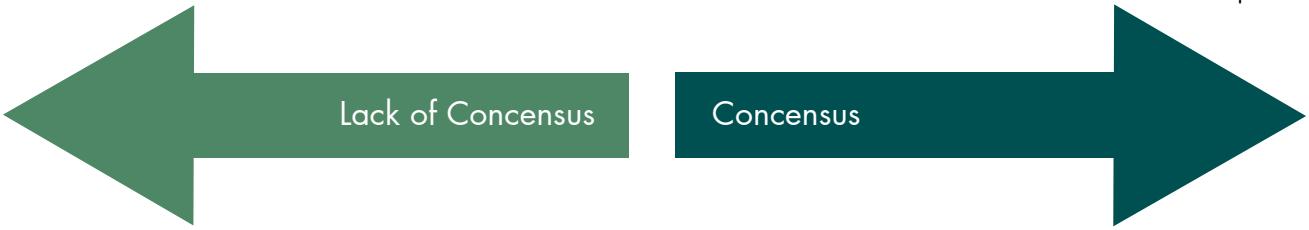
I have major concerns we need to discuss.

I have reservations and want to discuss minor issues.

I don't fully agree, but I'm OK moving forward.

Good idea.
Let's move forward.

Great idea!
I full support and champion it.



Choice Vote—for multiple options

The facilitator presents multiple options and asks members to rank them from favorite (1) to least favorite (the number will depend on the number of options). The committee reaches consensus when 50% or more of the members rank an option as number one. If there is no consensus, the facilitator will remove any options with the fewest number1 rankings. The members who ranked the option that was removed as number 1 will add their second favorite option to be ranked as number 1. The facilitator will continue to eliminate the lowest ranked options until one option is ranked number 1 by 50% or more of the voting members.

Example

The committee is discussing four options and asked to rank them from favorite (1) to least favorite (4). There are seven members, so the an option needs to be ranked number 1 by four or more members.

Member	Option 1	Option 2	Option 3	Option 4
Sam	4	2	1	3
Luca	2	1	3	4
Yara	1	2	3	4
Idris	2	1	3	4
Roberto	4	1	3	2
Nancy	1	2	4	3
Lee	2	3	4	1
Options ranked #1	**2**	**3**	**1**	**1**

Since none of the options were ranked #1 by four or more members, options 3 and 4 are removed. They both received the fewest #1 rankings, with only 1 each. Those who ranked them #1 now change their #2 vote to #1. This gives Option 2 four #1 rankings and the committee has reached consensus.

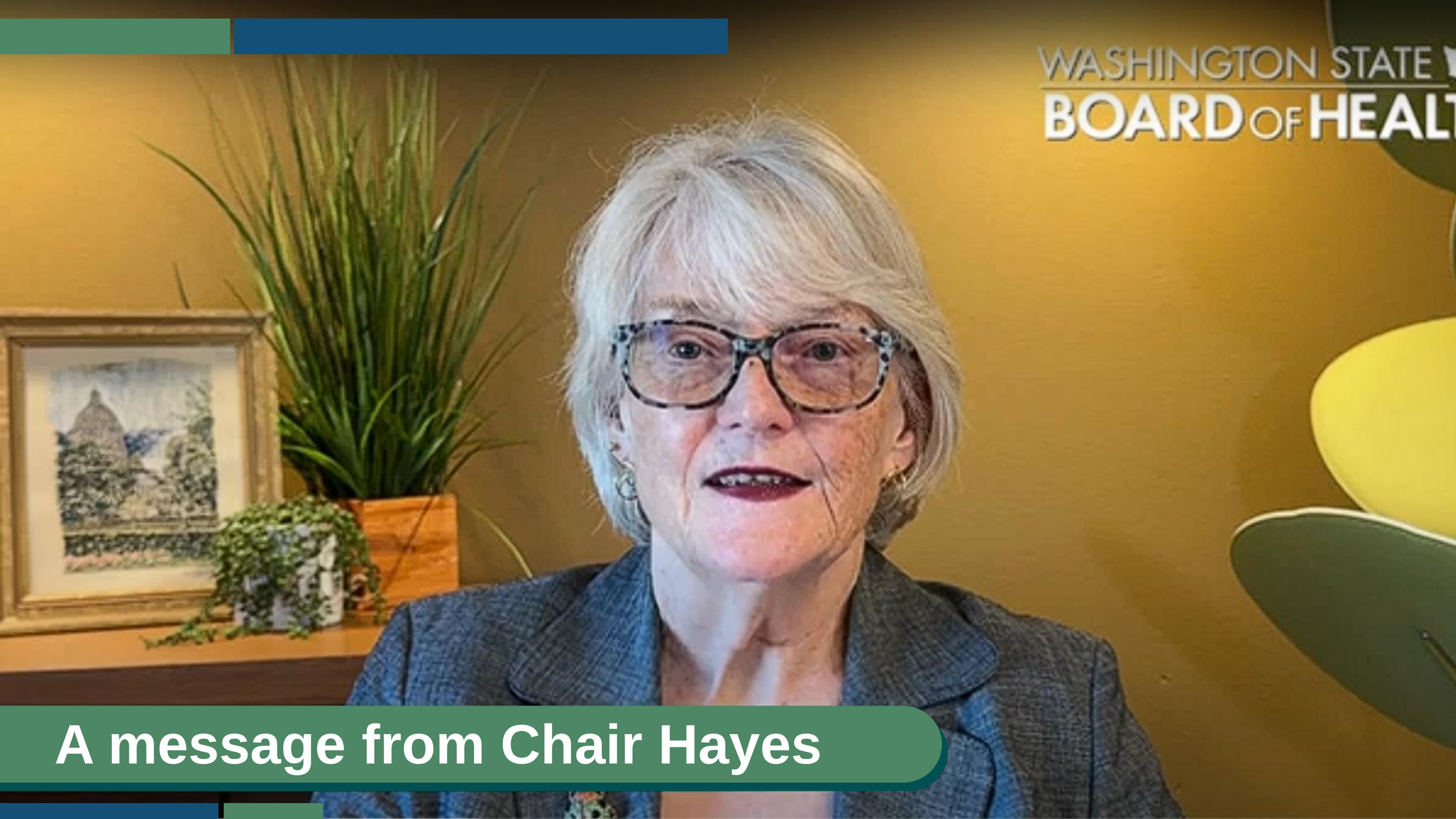
			Removed	
Member	**Option 1**	**Option 2**	**Option 3**	**Option 4**
Sam	4	~~2~~ 1	1	3
Luca	2	1	3	4
Yara	1	2	3	4
Idris	2	1	3	4
Roberto	4	1	3	2
Nancy	1	2	4	3
Lee	~~2~~ 1	~~3~~	~~4~~	1
Options ranked #1	**3**	**4**	**1**	**1**

School Environmental Health and Safety Rule Project

Technical Advisory Committee Meeting

Confluence Technology Center
Wenatchee August 1, 2024

WASHINGTON STATE BOARD OF HEALTH



A message from Chair Hayes

Today's Objectives

- Get to know our fellow TAC members
- Review the Board's role in schools
- Learn the history of the school rule
- Review the proviso requirements
- Identify how we will run our meetings
- Review the timeline of our work
- Confirm our future meeting dates and topics

Introduce Yourself

- Name
- Role
- Representing
- Why you are here
- If you could eat one meal for the rest of your life, what would it be?

State Board of Health and School Environmental Health and Safety

Washington's Governmental Public Health System

Board Membership

RCW 43.20.030

The Board has ten members. The Governor appoints nine individuals. The tenth person is the Secretary of Health. The Board is comprised of:

- Four individuals with experience in health and sanitation, one of whom represents federally recognized tribes
- One county elected official who serves on a local board of health
- One city elected official who serves on a local board of health (vacant)
- Two consumers of health care
- Local health officer
- Secretary of Health

Patty Hayes, RN, MN, Chair
Health and Sanitation

Kelly Oshiro, JD, Vice Chair
Consumer of Health Care

Socia Love-Thurman, MD
Health and Sanitation

Dimyana Abdelmalek, MD, MPH
Local Health Officer

Stephen Kutz, BSN, MPH
Health and Sanitation, Native American Tribes

Mindy Flores, MBA-HCM
Consumer of Health Care

Kate Dean, MPA
County Elected Official Serving on a Local Board of Health

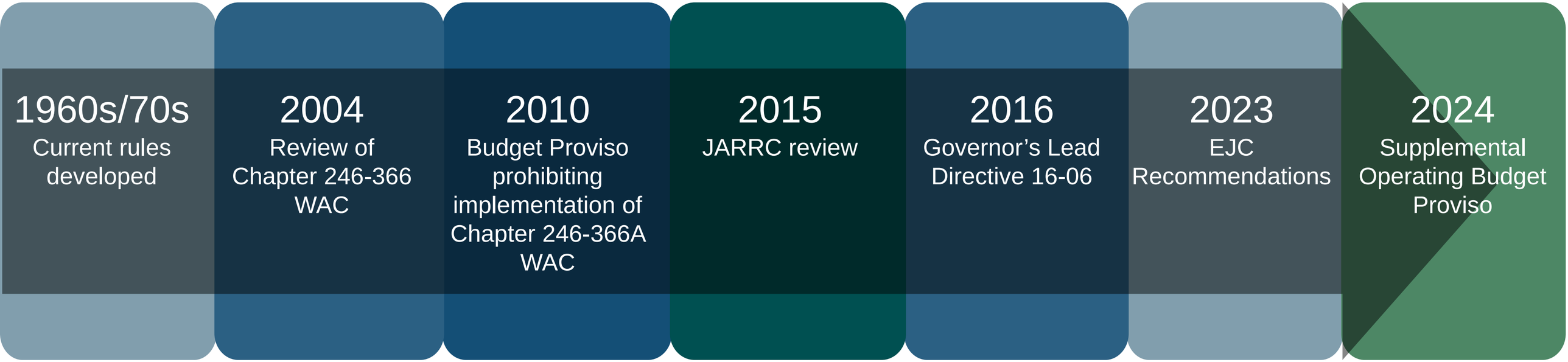
Paj Nandi, MPH
Health and Sanitation

Umair Shah, MD, MPH
Secretary, Dept. of Health

The Board’s Role Today

- Monitor the health of the people in Washington
- Serve as a public forum to inform health policy
- Develop policies and rules that prevent disease, promote and protect the public's health
- Recommend strategies and health goals to the Legislature and Governor
- Serve on and help convene the Governor’s Interagency Council on Health Disparities
- Complete Health Impact Reviews
- Receive and investigate complaints against local health officers and local health administrators
- Convene ad-hoc committees to support policy and rulemaking development

Background


1960s/70s
Current rules developed
2004
Review of Chapter 246-366 WAC
2010
Budget Proviso prohibiting implementation of Chapter 246-366A WAC
2015
JARRC review
2016
Governor's Lead Directive 16-06
2023
EJC Recommendations
2024
Supplemental Operating Budget Proviso

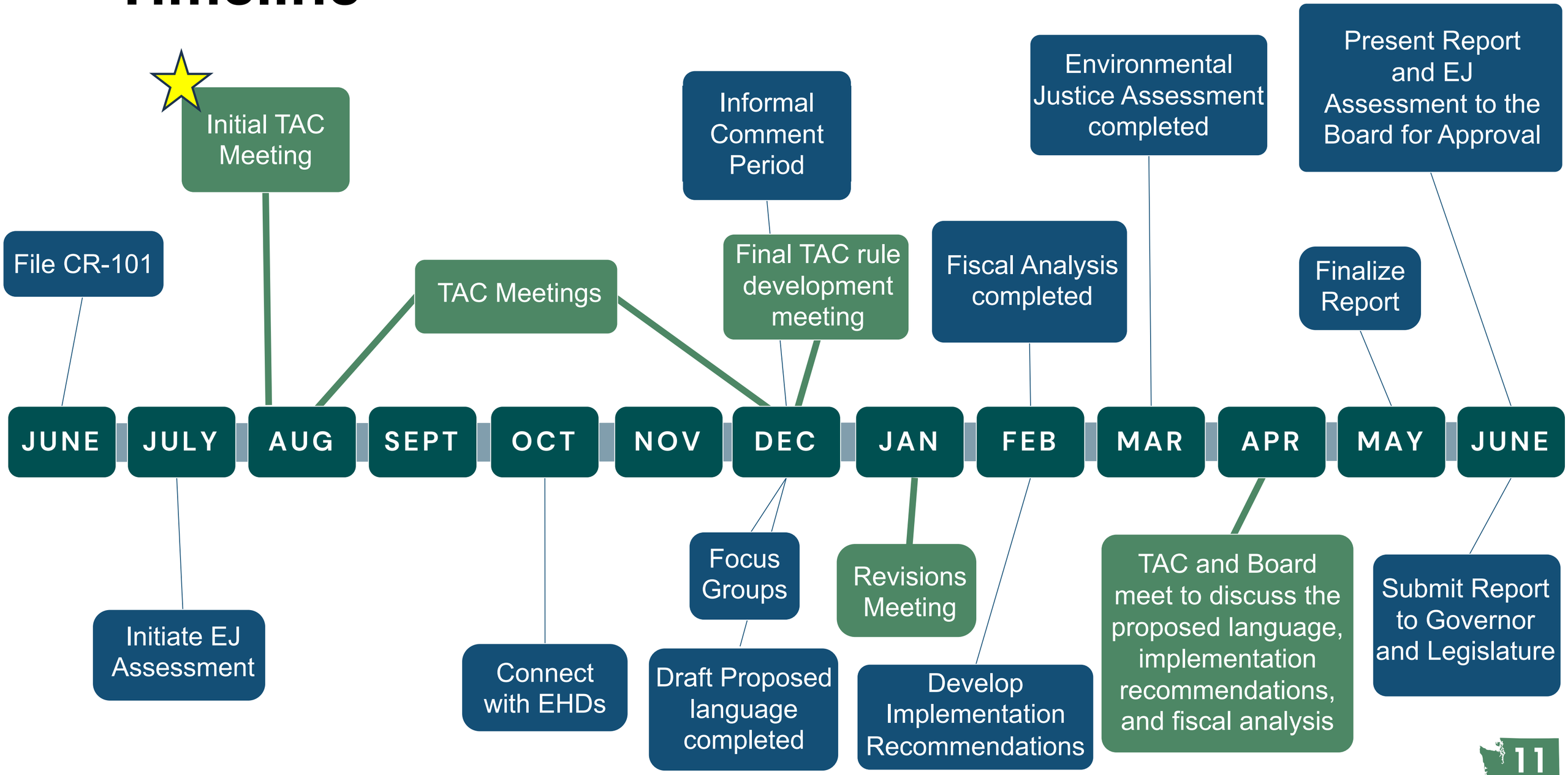
Budget Proviso

- State appropriation for fiscal year 2025 is provided solely to review and develop new **minimum** health and safety standards for schools.
- Collaborate with the office of the superintendent of public instruction and develop a fiscal analysis.
- Assist the department in completing environmental justice assessments on any proposed rule.
- The office of the superintendent of public instruction, the department, the state board of health, the advisory committee, and local health jurisdictions shall work collaboratively to develop and provide a report to the office of the governor and appropriate committees of the legislature by **June 30, 2025**.

Deliverables

- Draft of proposed **minimum** health and safety standards
- Environmental Justice Assessment
- Fiscal Analysis
- Report implementation priorities and recommendations for Governor’s office and Legislature

Timeline


Initial TAC Meeting
Informal Comment Period
Environmental Justice Assessment completed
Present Report and EJ Assessment to the Board for Approval
File CR-101
TAC Meetings
Final TAC rule development meeting
Fiscal Analysis completed
Finalize Report
JUNE
JULY
AUG
SEPT
OCT
NOV
DEC
JAN
FEB
MAR
APR
MAY
JUNE
Initiate EJ Assessment
Connect with EHDs
Focus Groups
Draft Proposed language completed
Revisions Meeting
Develop Implementation Recommendations
TAC and Board meet to discuss the proposed language, implementation recommendations, and fiscal analysis
Submit Report to Governor and Legislature

WASHINGTON STATE BOARD OF HEALTH

10-Minute Break

WASHINGTON STATE BOARD OF HEALTH

Committee Charter

Proposed Charter Team Agreement

- Be respectful of all perspectives and opinions.
- Communicate openly and respectfully, disagree without being disagreeable.
- Assume positive intent and ask for clarification.
- Share the air—allow everyone to share insights, one person speaking at a time.
- Ask questions and seek to understand.
- Be on time for meetings and calls.
- Be present and actively participate (no multitasking during meetings).
- Be efficient with our meeting time.
- Meet deadlines and commitments.
- Support the decisions of the group and committee.
- Stay focused on the goals and objectives of the committee.

Proposed Charter Team Agreement
Scan to Cast Your Vote

Charter Decision-Making Options

Roman	Fist to Five	Choice Vote
• Thumbs Up • Thumb Sideway • Thumb Down	• Fist • 1 Finger • 2 Fingers • 3 Fingers • 4 Fingers • 5 Fingers	• Multiple Options • Ranked by Favorite • 50%+ Best Option

Decision-Making Tool
Scan to Cast Your Vote

Proposed Meeting Dates and Locations

Date	Location
Thursday, August 1	Wenatchee
Thursday, August 22	Olympia
Tuesday, September 17	Mt. Vernon
Friday, October 4	Leavenworth
Thursday, October 17	Olympia
Thursday, October 31	Olympia
Wednesday, November 20	Spokane
Wednesday, December 4	Olympia

Hybrid Meetings

- All meetings will be hybrid with an in-person option and an online option.
- TAC members will be registered as Panelists for the hybrid meetings.
- All meeting materials will be sent to participants 72 hours before the meeting.
- Each meeting will have a unique meeting invite.
- Each meeting will have an open discussion and voting decisions.
- If accessing meetings online visual capabilities may be required for voting options.
- All meetings are open to the public, but we will not be taking public comment.

WASHINGTON STATE BOARD OF HEALTH

60-minute break for lunch

WASHINGTON STATE BOARD OF HEALTH

Open Discussion and Comments

WASHINGTON STATE BOARD OF HEALTH

Next Steps

WASHINGTON STATE BOARD OF HEALTH

THANK YOU

To request this document in an alternate format, please contact the Washington State Board of Health at 360-236-4110, or by email at **wsboh@sboh.wa.gov** | TTY users can dial 711

ACCESSIBILITY AND THE AMERICANS WITH DISABILITIES ACT (ADA)

- The Washington State Board of Health (Board) is committed to providing information and services that are accessible to people with disabilities. We provide reasonable accommodations, and strive to make all our meetings, programs, and activities accessible to all persons, regardless of ability, in accordance with all relevant state and federal laws.

- Our agency, website, and online services follow the Americans with Disabilities (ADA) standards, Section 508 of the Rehabilitation Act of 1973, Washington State Policy 188, and Web Content Accessibility Guidelines (WCAG) 2.0, level AA. We regularly monitor for compliance and invite our users to submit a request if they need additional assistance or would like to notify us of issues to improve accessibility.

- We are committed to providing access to all individuals visiting our agency website, including persons with disabilities. If you cannot access content on our website because of a disability, have questions about content accessibility or would like to report problems accessing information on our website, please call (360) 236-4110 or email wsboh@sboh.wa.gov and describe the following details in your message:

    - The nature of the accessibility needs
    - The URL (web address) of the content you would like to access
    - Your contact information

We will make every effort to provide you the information requested and correct any compliance issues on our website.

Sensible Steps to Healthier School Environments

Cost-effective, affordable measures to protect the health of students and staff.

United States Environmental Protection Agency

Contents

Common Issues

Conserving Resources

Facility Assessment

Resources

Kids Learn Best in Healthy Environments

Approximately 55 million children and 5 million adults in the U.S. spend a significant portion of their days in more than 132,000 public and private school buildings. Many of these buildings are old, in poor condition, and may contain environmental conditions that pose increased risks to the health of children and staff. Reducing exposures to environmental hazards in schools can help children's health. Healthier school environments enable children to learn and produce more in the classroom which can improve their performance and achievements later in life.

This brochure is designed to address some of the most common areas of environmental health concerns found in schools. It also provides one-stop access to learn some facts about these issues and the many existing low cost or no cost, affordable measures, programs and resources available to help prevent, reduce and resolve each of the highlighted environmental hazards. By completing the voluntary Quick Assessment activity provided near the end of this brochure, schools can determine which areas and programs will require more detailed attention. Additionally, by implementing the waste reduction and energy efficiency actions highlighted, schools can conserve valuable, financial resources.

Energy efficiency is a powerful tool that can drastically cut short-term and long-term operating costs. At least 25% percent energy savings can occur by implementing little to no-cost minimal actions and energy management practices. School districts can often leverage

the opportunity created by energy efficiency upgrades to put in place building upgrades and practices that enhance the health and quality of students' learning environments. Some examples would include improved ventilation systems, moisture control, integrated pest management practices, and removal of PCB-containing lighting ballasts and building materials from school facilities.

Another valuable cost savings tool for schools is waste reduction. Reusing or recycling materials can save schools money in the short term and also encourage environmentally conscious behavior among America's youth. Simple tasks like composting food or yard waste and reusing school supplies can help conserve valuable funds.

Healthy School Environments

EPA's healthy school environments website is designed to provide a one-stop access to the many programs and resources available to help prevent and resolve environmental issues in schools. To learn more about these programs and resources, go to **www.epa.gov/schools.**

Asbestos

Asbestos is the name given to a number of naturally occurring fibrous minerals with high tensile strength, the ability to be woven, and resistance to high heat and most chemicals. Because of these properties, asbestos has been used in a wide range of manufactured goods, including roofing shingles, ceiling and floor tiles, paper and cement products, and textiles. Intact and undisturbed asbestos-containing materials generally do not pose a health risk. Materials containing asbestos may become hazardous and pose increased risk if they are damaged, are disturbed in some manner, or deteriorate over time and release asbestos fibers into building air. Exposure to asbestos is known to cause asbestosis, lung cancer and mesothelioma. Other cancers, primarily of the digestive tract are also possible.

EPA's asbestos program for schools, mandated by the Asbestos Hazard Emergency Response Act (AHERA), and its regulations for schools and other buildings is founded on the principle of "in-place" management of asbestos-containing material (ACM). This approach is designed to prevent asbestos exposure by teaching people to recognize ACM and actively monitor and, where necessary, manage them without removal. Removal of ACM is not usually necessary unless the material is severely damaged or will be disturbed by a building demolition or renovation project.

AHERA requires local education agencies to inspect their schools for asbestos-containing building material and prepare management plans to prevent or reduce asbestos hazards. Public school districts and non-profit private schools (collectively called local education agencies) are subject to AHERA's requirements.

Steps to Reduce Exposure to Asbestos:

- ✔ Make the school management plan available to all interested parties so they can learn where all identified ACM is located and how it is being monitored.
- ✔ Ensure all building operations and maintenance staff review the management plan to better understand how to minimize potential disturbance to ACM.
- ✔ To prevent exposures to asbestos, do not cut, scrape, gouge, drill or physically disturb ACM in any way. Additionally, do not sand grind, saw or abrade ACM in any way.
- ✔ Report any concerns about damage or deterioration of ACM immediately to the building administrator.

Learn more at:

https://www.epa.gov/asbestos

Asthma and Asthma Triggers

Asthma is a disease that affects the lungs and makes it hard for people to breathe. Asthma is a chronic condition and a leading cause of school absenteeism, accounting for more than 13.8 million missed school days per year in 2013. On average, one out of every ten school-age children has asthma.

Asthma attacks in schools can be triggered by animal allergens, pest allergens, mold and moisture, dust mites, chemical odors, and, outdoor air pollutants like ozone and particle pollution, or school bus diesel exhaust.

Clutter in classrooms harbors dust. Fabric covered objects such as stuffed animals and pillows are breeding grounds for dust mites. Both dust and dust mites can exacerbate asthma.

Learn more at:

https://www.epa.gov/managing-pests-schools

https://www.epa.gov/asthma

Steps a School Can Take to Reduce Exposures to Asthma Triggers:

- ✔ Avoid having birds or furry animals such as mice, rabbits or guinea pigs as classroom pets. Fish would make good classroom pets.
- ✔ Switch to using environmentally friendly cleaning chemicals as much as possible. These products are less likely to have harsh chemical odors that can exacerbate asthma symptoms. Further, always use “wet” dusting techniques wherever possible when cleaning.
- ✔ Keep classrooms adequately ventilated, free of clutter, dust regularly and frequently wash items that attract dust.
- ✔ Ensure that your school has an Integrated Pest Management program that will reduce exposures to pesticides while reducing asthma triggers.

Buses and Vehicle Idling

Some 480,000 school buses travel four billion miles each year. School buses are the safest way for children to get to school. Twenty-five million American children ride school buses daily and on average, these students spend an hour and a half each day in a school bus. In comparison, it would take an average of 17 million cars to transport the same number of students.

Buses:

Air pollution from older diesel vehicles and school buses has health implications for everyone, especially children. Children are more susceptible to air pollution because their respiratory systems are still developing and they have a faster breathing rate. In addition to producing a number of hazardous pollutants, diesel exhaust contains significant levels of particulate matter that can deposit into the lungs and can cause lung damage and aggravate respiratory conditions such as asthma.

Vehicle Idling:

Idling vehicles contribute to air pollution and emit air toxins, which are pollutants known or suspected to cause cancer or other serious health effects. This is yet another important issue that affects children's health at school when parents idle their vehicles during student drop-off and pick-up. Exhaust produced by idling vehicles can be pulled into a school through the air intakes of the building's heating, ventilating and air conditioning (HVAC) system where it can accumulate and cause serious health issues for staff and students.

In addition to other environmental benefits, reducing vehicle idling has a number of financial benefits: reduced fuel costs, energy costs and unnecessary engine wear.

Steps to Reduce Vehicle Exhaust at Schools:

- ✔ Encourage policies to eliminate unnecessary school bus idling.
- ✔ Upgrade or "retrofit" buses and replace older vehicles with newer, more efficient models (please see **https://www.epa.gov/cleandiesel/clean-school-bus**).
- ✔ Establish anti-idling zones for all vehicles at the school (school buses, delivery trucks and parents).
- ✔ Locate passenger pickup and drop off areas away from a school's air intake supply and classroom windows.

Learn more at:

https://www.epa.gov/schools-transportation/schools-school-buses

https://www.epa.gov/cleandiesel/clean-school-bus

Carbon Monoxide

Carbon monoxide (CO) is a colorless, odorless gas. It results from incomplete oxidation of carbon in combustion processes. Common sources of CO in schools are improperly vented furnaces, malfunctioning gas ranges, and exhaust fumes that have been drawn back into the building. Worn or poorly maintained combustion devices (e.g., boilers, furnaces), or a flue that is improperly sized, blocked, disconnected, or leaking, can be significant sources. Auto, truck, or bus exhaust from attached garages, nearby roads, or idling vehicles in parking areas can also be sources.

Exposure to concentrated levels of CO may result in a variety of flu-like symptoms such as dizziness, fatigue, headaches, disorientation and nausea. High levels of exposure can result in loss of consciousness and death.

Combustion equipment must be maintained to assure that there are no blockages, and air and fuel mixtures must be properly adjusted to ensure more complete combustion. Vehicular use should be carefully managed adjacent to buildings and in vocational programs. Additional ventilation can be used as a temporary measure when high levels of CO are expected for short periods of time.

Steps to Prevent Carbon Monoxide Exposures:

- ✔ Annually inventory and inspect all gas burning appliances such as stoves, furnaces and water heaters to ensure they are properly operating and vented to the outside.
- ✔ Install carbon monoxide alarms in the school near appliances that burn natural gas, oil, wood or gas.
- ✔ Never let school buses or other vehicles idle directly outside of the school, particularly in places where air can get indoors such as air handling intakes, windows or exit doors.

Learn more at:

https://epa.gov/indoor-air-quality-iaq/carbon-monoxides-impact-indoor-air-quality

Chemical Management

From elementary school maintenance closets to high school chemistry labs, schools use a variety of chemicals. When they are mismanaged, chemicals can put students and school personnel at risk from spills, fires, and other accidental exposures. Common hazardous chemicals include corrosive acids, bases, oxidizers, compressed gases and flammable solvents.

Chemical accidents impact children's safety, can cost thousands of dollars to clean up, disrupt school schedules and could even temporarily close schools. Toxic chemicals can cause serious health effects, including cancer; brain and nervous system disorders; organ damage (i.e., liver, kidneys, and lungs); irritation of the eyes, skin nose and throat; and asthma attacks.

A proper chemical management program ensures that all schools are free from hazards associated with mismanaged chemicals. Chemicals may be considered mismanaged when they are:

- In poor condition or expired
- Overabundant
- Not needed or used
- Not properly labeled or unknown
- Unsecured
- Stored near food
- Stored in inappropriate, leaking, corroded or cracked containers
- Stored with incompatible chemicals
- Stored on unstable/incompatible shelves or cabinets

Responsible chemical management programs start with development and implementation of a safe chemical management plan that reduces the risk of chemical exposures and accidents in schools. Proper chemical management includes: a strong inventory control process, assessment of chemicals for risk and benefit, prohibiting the use of unauthorized chemicals, proper hazardous chemicals cleanout and disposal, appropriate safety measures, personal protective equipment and eyewash/emergency shower stations. Every chemical used in a school must have an accompanying Material Safety Data Sheet (MSDS) that describes chemical properties, potential hazards, storage, disposal, protective equipment and spill handling procedures.

Steps to Improve Chemical Management Include:

- ✔ Conduct annual chemical inventories and prohibit any unauthorized, toxic or hazardous chemicals from being brought into the school.
- ✔ Store toxic or hazardous chemicals in appropriate containers, separated by hazard category in a ventilated, fire resistant, and locked area or cabinet.
- ✔ Label containers with the name of the material and date it entered the school, and ensure that Safe Data Sheets (SDSs) for each product are in a binder readily displayed near the chemical storage area.
- ✔ Conduct regular cleanouts of chemicals that are unnecessary, outdated, and pose a health, safety or environmental risk.
- ✔ Ensure proper training of staff involved with chemical management and training of students before using toxic or hazardous chemicals.

Learn more at:

https://www.epa.gov/schools-chemicals

Drinking Water

Clean drinking water is necessary for good health. Harmful chemicals and micro-organisms in school drinking water can pose a threat to the health of students and staff. Although the majority of schools receive drinking water from public water supplies, EPA estimates that approximately 10,000 schools and child care facilities maintain their own water supply and are regulated under the Safe Drinking Water Act (SDWA).

While the vast majority of public drinking water systems are safe and dependable, drinking water pipes, taps, solder and other plumbing components may contain lead. Lead in plumbing components may leach into water and pose a health risk when consumed. Some drinking fountains have been shown to have high levels of lead leaching from their interior components.

Exposure to lead is a significant health concern, especially for young children and infants whose growing bodies absorb more lead than the average adult. Testing water in schools and child care facilities is important because children will likely be drinking water in school.

Water from public water supply systems is regularly tested to ensure it meets federal and state drinking water standards. School administrators of on-site well water systems are responsible for making sure the water is safe. This includes protecting the source from contamination, regularly testing and reporting monitoring results, and maintaining the distribution system.

Steps to Ensure Safe Drinking Water:

- ✔ Comply with state and federal drinking water standards if your school receives its drinking water from your own water source. Determine your sampling requirements and test your water as required.
- ✔ Never dispose of hazardous substances by flushing them down toilets or dumping them into storm drains.
- ✔ Maintain and sanitize water fountains and faucet screens/aerators regularly.

Learn more at:

https://epa.gov/schools-air-water-quality/schools-water-quality

https://epa.gov/dwreginfo/lead-drinking-water-schools-and-child-care-facilities

Educational, Art and Science Supplies

Common K-12 classroom supplies and those used in art, science labs, and vocational/technical education instruction, are an important part of the educational process. These supplies could include glues, cleaners, glazes, paints, solvents, and other materials helpful to classroom instruction. Many of these materials are formulated with hazardous ingredients which can be harmful or toxic to children when used improperly or by an inappropriate age group.

Dangerous metals such as lead, volatile organic compounds, dust and fibers are commonly found in the art materials and supplies in ordinary classrooms. Ingestion and skin absorption can occur when handling these materials as well as many other hazardous products. In fact, it is not uncommon for students to consciously "sniff" and smell the odors associated with contact cement, glues, paint thinners, correction fluids and solvents.

Simple preventive measures can greatly reduce harmful exposures to students. Careful purchase and selection of art materials, dedicated adult supervision, and the proper use of the product with the appropriate age group are all simple actions that should be implemented. For added security, always lock up chemicals when they are not in use. The U.S. Consumer Product Safety Commission recommends that when buying art materials, school supplies and toys you should only purchase those products that are labeled "Conforms to the American Society for Testing and Materials (ASTM) D4236 (CPSC Document #5016) and that do not have any cautionary warnings on the label."

Steps to Reduce Exposure to Hazards Associated With Educational, Art and Science Supplies:

- ✔ Check whether your supplies are listed as toxic or nontoxic (should be labeled accordingly by the Art and Creative Materials Institute (ACMI)).
- ✔ Read and follow directions on labels regarding fumes or ventilation.
- ✔ Ensure you have read and have available the Material Safety Data Sheets (MSDS) for all products being used in the classroom.
- ✔ Provide ample fresh air and ventilation.
- ✔ Do not allow eating or drinking around hazardous chemicals.
- ✔ Properly store and dispose of all products according to label instructions.
- ✔ Wash hands often when using toxic or hazardous chemicals.

Learn more at:

https://www.epa.gov/schools-chemicals/schools-purchasing-environmentally-preferable-products

Art and Craft Safety Guide: **https://www.cpsc.gov/s3fs-public/pdfs/blk_media_5015.pdf**

Extreme Heat Events

Extreme heat events, or heat waves, are defined by weather that is substantially hotter and/or more humid than average for a location at that time of year. These conditions stress the body's ability to maintain an ideal internal temperature, which can lead to a range of adverse health effects. School districts should consider starting the school year later in the season to avoid the heat of the summer.

Children need to take extra precautions on days of extreme heat. Dehydration, heat stroke, and other heat illnesses may affect a child more severely than the average adult because:

- Children have a smaller body mass to surface area ratio than adults, making them more vulnerable to the heat.
- Children are more likely to become dehydrated than adults because they can lose fluid more quickly.
- Children play outside more than adults, and they may be at greater risk of heat stroke and exhaustion because they may lack the judgment to limit exertion during hot weather and to rehydrate themselves.

Hot weather can also affect ozone levels and other types of air quality. The Air Quality Index (AQI) is a guide for reporting daily air quality. The EPA Flag Program uses colored flags based on the AQI to teach coaches, students and others about outdoor air quality conditions. Schools raise a colored flag each day that corresponds to their local air quality forecast. To check for air quality conditions in your area, go to: **https://airnow.gov/**

Steps to Protect Children from Extreme Heat:

- ✔ Limit outdoor activity and organized athletic events to morning hours when possible.
- ✔ Encourage students to drink more fluids.
- ✔ Advise students to wear lightweight, light-colored, loose-fitting clothing.
- ✔ Limit physical exertion outdoors during days with high heat or unhealthy air conditions.
- ✔ Plant more trees and vegetation (low pollination varieties) on school grounds.
- ✔ Participate in the EPA's colored flag program to clearly communicate the daily AQI to students, staff and others.

Learn more at:

https://www.epa.gov/natural-disasters/extreme-heat

Indoor Air Quality/ Ventilation

Poor indoor air quality (IAQ) can impact the comfort and health of students and staff which can affect concentration, attendance and student performance. Additionally, if schools fail to respond promptly to poor IAQ, students and staff are at an increased risk of short-term health problems.

Inadequate IAQ can result in health concerns such as fatigue, nausea, coughing, eye irritation, headaches, asthma episodes, allergic reactions, and in rare cases, life threatening conditions such as severe asthma attacks. Many perceived IAQ problems, however, are often comfort problems, such as temperature, humidity or air movement in a space being too low or too high.

Proper ventilation with outdoor air is a key component for good indoor air quality in schools and classrooms. In many cases, indoor air may, potentially, be two to five times more polluted than outdoor air. While at times challenging due to the high occupant densities of schools and classrooms, it is important that building designers incorporate ventilation systems that provide adequate outdoor ventilation air complying with the American Society of Heating, Refrigerating and Air Conditioning Engineers' standard, (ASHRAE) 62.1-2010 or local codes.

Factors that contribute to poor IAQ in schools may originate from inadequate heating, ventilation and air conditioning (HVAC) design. Some may be solely in the control of facilities management, such as proper maintenance of the HVAC system and the amount of outside air being mechanically brought into the building. The cleanliness and general housekeeping of a school building is a shared responsibility and requires the cooperation of facility management as well as the staff who work in the building.

Many of the topics discussed in this brochure, such as pesticides, idling, and chemical management are all factors that influence a facility's IAQ. The goal of an Indoor Air Quality Management Program is to prevent the occurrence of IAQ problems and to respond quickly to issues before they become serious health matters.

Steps to Improve IAQ and Ventilation:

- ✔ Please ensure the school ventilation system is operating as designed.
- ✔ Implement a proactive IAQ management program such as the Indoor Air Quality (IAQ) Tools for Schools program highlighted in website below.
- ✔ Develop and implement a tobacco-free campus policy.
- ✔ Establish and implement a regular schedule for maintaining unit ventilators, replacing air filters, cleaning supply air diffusers, return registers and outside air intakes and commission the HVAC system a minimum of once every 5 years.
- ✔ Ensure condensate pans are clean, unobstructed, and drain properly.
- ✔ Keep unit ventilators clear of books, papers and other items that can obstruct air flow.

Learn more at:

https://www.epa.gov/iaq-schools//heating-ventilation-and-air-conditioning-systems-part-indoor-air-quality-design-tools

https://www.epa.gov/iaq-schools

Lead

Lead is a highly toxic metal that can have adverse health effects for both children and adults. The most common source of lead is from paint in buildings built before 1978. Lead dust comes from disturbing lead paint during renovations, deteriorating lead paint and lead-contaminated soil that gets tracked into a school.

Children under 6 years of age are at particular risk of lead poisoning because their bodies are still developing. Furthermore, they frequently place their hands, toys, and other objects that could have dust from lead paint in their mouths. Some playground equipment and toys may contain lead or lead paint. Toys can pick up lead from contaminated soil or dust. Exposure to lead can result in lower IQ scores in children and has been associated with headaches, slowed growth, hearing problems, brain damage, nervous system disorders and behavior and attention problems.

If a school building was built before 1978, there is a good chance that it contains lead paint. EPA's Renovation, Repair and Painting Rule (RRP) is directed to child occupied facilities (COF) built before 1978 and applies to buildings where there are children under 6 years of age. Get your pre-1978 COFs tested for lead paint by a certified inspector or risk assessor. The RRP Rule applies only in areas that have not been tested for lead paint or are shown to contain lead paint after testing.

RRP Rule Requirements:

- Renovators must provide building owners and occupants pre-renovation notification.
- Firms/contractors and school staff performing renovations that disturb paint must be appropriately certified.
- Renovators must be trained and certified.
- Workers must receive on-the-job training from a certified Renovator.
- Lead-safe work practices must be followed and documented.

Steps to Reduce Lead Exposures:

- ✔ Interior painted areas—Examine walls and interior surfaces to see if the paint is cracking, chipping, or peeling, and check for areas on doors or windows where painted surfaces rub together.
- ✔ Exterior painted areas—Check exterior paint for flaking and ensure it is not contaminating nearby soil where children may play.
- ✔ Check large outdoor structures for peeling or flaking paint that could contaminate the soil around play areas.
- ✔ Have staff ensure that children wash their hands thoroughly after playing outside and before eating.

Learn more at:

https://www.epa.gov/lead

https://www.epa.gov/ground-water-and-drinking-water/basic-information-about-lead-drinking-water

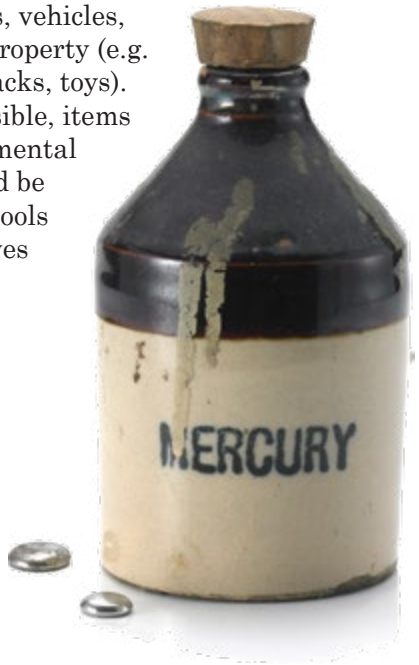
Mercury

Mercury is commonly found in schools. Elemental mercury is found in thermometers, barometers, switches, thermostats, and glass vials. Mercury salts are found in laboratory compounds in chemistry and science laboratories. Compact Fluorescent Lamps (CFLs) also contain mercury.

Mercury spills at schools are often caused by improper storage and mishandling of these items. Mercury is more likely than other lab chemicals to be misused, spilled and spread throughout schools. These types of exposures can occur when elemental mercury is spilled or when products that contain elemental mercury break and expose mercury to the air, particularly in warm or poorly-ventilated indoor spaces.

Mercury is a neurotoxic substance that can produce a wide range of health effects in children depending on the amount and timing of exposure. Elemental (metallic) mercury primarily causes health effects when it is inhaled as a vapor and absorbed into the lungs.

Cleaning up mercury spills in schools can be costly and cause widespread environmental contamination since it can easily be tracked through a building and to other buildings, vehicles, and personal property (e.g. clothes, backpacks, toys). Whenever possible, items containing elemental mercury should be replaced in schools with alternatives such as digital thermometers.



Steps to Prevent Mercury Exposure:

- ✔ Conduct an inventory of all chemicals and locate all mercury equipment and compounds.
- ✔ Contact a professional to collect and properly dispose of all mercury equipment and compounds.
- ✔ In the event of a spill, have everyone leave the area, open windows, turn down the temperature and contact local or state health or environmental agencies.
- ✔ Create and distribute a mercury spill response plan.
- ✔ Spills—the size of a single thermometer or CFL—can be cleaned by school personnel after opening a window and ventilating the area.
- ✔ Never use a vacuum cleaner to clean up mercury. The vacuum will put more mercury into the air and increase exposure.
- ✔ Never use a broom to clean up mercury. It will break the mercury into smaller droplets, spread them, and contaminate the broom.
- ✔ Never wash clothing or other items that have come in direct contact with mercury in a washing machine, because mercury may contaminate the machine and/or pollute the sewage system. Clothing that has come into direct contact with mercury should be discarded as directed by your local health or fire department.

Learn more at:

https://www.epa.gov/mercury

https://www.atsdr.cdc.gov/dontmesswithmercury/

https://www.epa.gov/cfl/cleaning-broken-cfl

Mold and Moisture Control

By checking for moisture and mold on a regular basis and spending a few hundred dollars of annual preventative maintenance, school managers could avoid the need for costly repairs, as well as the potential legal liability due to health risks for children and staff. Potential health concerns are also an important reason to prevent mold growth and to clean up existing indoor mold growth.

All molds have the potential to cause health effects that may include irritation of the eyes, skin, nose, throat, and lungs of both mold allergic and non-allergic people. Molds can produce allergens that trigger allergic reactions or even asthma attacks in people allergic to mold. Others are known to produce potent toxins and/or irritants. Molds can be found almost anywhere; and they can grow on virtually any organic substance, as long as moisture and oxygen are present. There are molds that can grow on wood, paper, carpet, foods and insulation.

The presence of moisture within school and building structures stimulates the growth of molds and other biological contaminants. The key to mold control is moisture control. Moisture and uncontrolled humidity problems may include roof leaks, landscaping or gutters that direct water into or under the school building, and unvented combustion appliances. Additionally, moist school facilities provide a nurturing environment for mites, roaches and rodents which are associated with asthma and other diseases. Solve moisture and condensation problems before they become mold problems.

Steps to Prevent Mold and Control Moisture:

- ✔ Maintain indoor humidity levels below 60%, ideally between 30% and 50% when possible.
- ✔ Clean and dry any wet or damp spots within 48 hours.
- ✔ Fix leaky plumbing and roof leaks in the school as soon as possible.
- ✔ Check regularly for condensation and wet spots.
- ✔ Address sources of moisture problems as soon as possible.
- ✔ Scrub mold off hard surfaces with water and detergent, and dry completely.

Learn more at:

https://www.epa.gov/mold

https://www.epa.gov/mold/mold-remediation-schools-and-commercial-buildings-guide

PCBs in Caulk and Fluorescent Light Ballasts

Polychlorinated biphenyls (PCBs) are a class of organic chemicals that have been used in a variety of commercial products. PCBs were used in caulking, electronics, fluorescent light ballasts and other building materials from the 1950s to the late 1970s. Buildings built or renovated during that time may contain PCBs in caulking and other materials.

In 1979, the U.S. Environmental Protection Agency (EPA) banned the commercial production of PCBs, citing health and environmental concerns. EPA has found that PCB-containing caulk and PCB containing lighting ballasts can be a significant source of PCBs in school air. Health concerns related to PCB exposure include, but are not limited to, cancer, reproductive effects and neurological effects.

Caulk is a flexible material used to seal gaps and to make airtight or watertight windows, door frames, masonry and joints in buildings and other structures. EPA found old caulk in schools that were constructed or renovated between 1950 and 1979 may contain as much as 30% PCBs and can emit PCBs into the surrounding air. PCBs from caulk may also contaminate adjacent materials such as masonry or wood.

PCBs are also contained within some fluorescent light ballast capacitors and potting material manufactured prior to 1979. PCB-containing fluorescent light ballasts that are currently in use have either approached or exceeded their designed life span, so they should be properly removed from buildings to prevent indoor air exposure. Sudden rupture of light ballasts may pose health risks to the occupants, and is difficult and costly to remediate. Removal of PCB-containing light fixtures, as part of lighting upgrades or a stand-alone project, is an investment that pays off with long-term benefits to students, school staff, the community, and the environment.

Conduct the following best management practices (BMPs) listed below on a frequent ongoing basis to minimize potential exposures to PCBs:

- ✔ Ensure that ventilation systems are operating properly and are regularly inspected and maintained according to system manufacturer instructions and guidelines or ANSI/ ASHRAE/ACCA Standard 180-2012—Standard Practice for Inspection and Maintenance of Commercial Building HVAC Systems. If system cleaning is needed, follow ANSI/ACCA Standard 6 – Restoring the Cleanliness of HVAC Systems (2007).
- ✔ Clean inside schools and other buildings frequently to reduce dust and residue.
- ✔ Use a wet or damp cloth or mop to clean surfaces.
- ✔ Use vacuums with high efficiency particulate air (HEPA) filters.
- ✔ Do not sweep with dry brooms or use dry cloths for dusting.
- ✔ Wash hands with soap and water, particularly before eating.
- ✔ Wash children's toys.

Learn more at:

https://www.epa.gov/pcbs

Practical Actions for Reducing Exposure to PCBs in Schools and Other Buildings: **https://www.epa.gov/sites/production/files/2016-03/documents/practical_actions_for_reducing_exposure_to_pcbs_in_schools_and_other_buildings.pdf**

Pesticides and Pest Management

Pesticides need to be used carefully and judiciously, especially when used in sensitive areas where children are present. Children are more sensitive than adults to pesticides. In addition, young children can have greater exposure to pesticides from crawling, exploring, or other hand-to-mouth activities.

Adverse effects of pesticide exposure range from mild symptoms of dizziness and nausea to serious, long-term neurological, developmental and reproductive disorders.

EPA recommends that schools use an Integrated Pest Management (IPM) approach to reduce pesticide risk and exposure to children and staff. Implementing IPM practices in schools can reduce or minimize economic and health related issues caused by pests and pesticides.

All school occupants and employees play a role in ensuring that a school's IPM program is successful. Ask school administrators if an established IPM program is being utilized in your school. By working together, everyone can have a role in creating an on-going safe and healthy school environment.

Learn more at:

https://www.epa.gov/managing-pests-schools

Steps to Reduce Pesticides and Manage Pests in your school:

The central features of an IPM program are the implementation of exclusion and sanitation practices that keep pests out.

Exclusion Practices:

- ✔ Install high-density door sweeps on all doors to keep mice, rats and roaches out.
- ✔ Block open spaces around utility pipes coming into the building with copper mesh wire. Open spaces as small as 1/4 inch, or less than half the diameter of a dime, will allow mice and other pests into a building.
- ✔ Install screens on all windows, particularly if they are open during warm months.

Sanitation Practices:

- ✔ Clean and mop floors in all food service areas daily, including classrooms.
- ✔ Use sealable containers or canisters to provide secure storage for edible food items and snacks.
- ✔ Bag and completely close all garbage and place in dumpsters outside of the school building daily.

Radon

Radon is a radioactive, colorless, and odorless gas that comes from the natural (radioactive) breakdown of uranium in soil, rock and water. Radon gas can enter a building through cracks and holes in the floor and become trapped in indoor air. Radon can be found in both old and new buildings and cannot be felt when inhaled into your lungs.

Prolonged exposure to radon can result in lung cancer. Higher radiation doses may result in children due to their smaller bodies and faster breathing rates compared to adults. The EPA estimates that radon is responsible for 21,000 lung cancer deaths every year making radon the second leading cause of lung cancer in the U.S., after smoking.

Radon test kits cost $10-15 and can be purchased from environmental laboratories, local hardware stores and building supply companies or through the National Radon Hotline, (800) 767-7236.

Learn more at:

https://www.epa.gov/radon/radon-schools

https://sosradon.org/

https://www.epa.gov/radon

Steps to Reduce Radon Exposure:

- ✔ Have authorized personnel test classrooms and occupied rooms for radon, following EPA and State protocols.
- ✔ Install radon mitigation systems which, are designed to reduce and remove radon from indoor air if the classrooms testing results show radon concentrations of 4 pCi/L or higher.

UV Radiation

While short exposure to sunlight is enjoyable and beneficial as an important source of Vitamin D, too much exposure to the sun can be dangerous. Most people are not aware that skin cancer, while largely preventable, is the most common form of cancer in the United States. In fact, 5.4 million basal and squamous cell skin cancer are diagnosed each year. Melanoma, the most deadly type of skin cancer, will account for about 76,380 cases of skin cancer in 2016. One in five Americans will develop skin cancer in their lifetime. One American dies from skin cancer every hour.

Overexposure to ultraviolet (UV) radiation from the sun can result in painful sunburns. It can also lead to more serious health problems, including skin cancer, premature aging of the skin, cataracts and other eye damage, and immune system suppression. Because they tend to play outside more frequently for long periods of time and may not have the benefit of sunscreen or shade, children are particularly at risk. By following some simple steps, children and staff can still enjoy time in the sun and be protected from overexposure to UV radiation.

Learn more at:

https://www.epa.gov/sunsafety

Steps to Protect Students and Staff from Overexposure to UV Radiation:

- ✔ Take steps to prevent sunburns. Sunburns significantly increase a person's lifetime risk of developing skin cancer, especially for children.
- ✔ Wear protective clothing. A long-sleeved shirt, a wide brimmed hat, and sunglasses are strongly recommended.
- ✔ Generously apply broad-spectrum sunscreen with a minimum Sun Protection Factor (SPF) of 30+ approximately 15 minutes prior to going outside. Sunscreen should provide protection from both ultraviolet A (UVA) and ultraviolet B (UVB) rays. Reapply every two hours, even on cloudy days, and after swimming or sweating.
- ✔ Designated school personnel should check the UV index which is issued daily by EPA and the National Weather Service. This index provides important information to help plan for outdoor activities in ways that prevent sun overexposure.
- ✔ Provide access to shade on school grounds and remember that the sun's UV rays are strongest between 10 a.m. and 4 p.m.

UV INDEX	
Exposure Category	**UV Index Range**
Low	2 or less
Moderate	3 to 5
High	6 to 8
Very High	8 to 10
Extreme	11+

Energy Efficiency

The nation's 17,450 K-12 school districts spend more than $8 billion annually on energy — more than is spent on computers and textbooks combined. As much as 30 percent of a district's total energy is used inefficiently or unnecessarily.

By being more energy efficient, schools can save money and prevent greenhouse gas emissions. School districts can use the savings from improved energy performance to help pay for building improvements and other upgrades that enhance the learning environment.

Learn more at:

https://www.energystar.gov

Energy Efficiency Opportunities for Schools:

Low-Cost Measures:

- ✔ Use EPA's measurement and tracking tool, Portfolio Manager, to assess energy performance.
- ✔ Turn off lights when not in use or when natural daylight can be used.
- ✔ Set back the thermostat in the evening and at other times when the building is unoccupied.
- ✔ Perform monthly maintenance of heating and cooling equipment to ensure efficient operation throughout the year.
- ✔ Educate students and staff about how their behaviors affect energy use. Some schools have created student energy patrols to monitor and inform others when energy is wasted.
- ✔ Use Energy Star's Commercial Building Design Resource, Target Finder, to set energy targets and integrate efficiency goals into the design of new properties.

Cost-Effective Investments:

- ✔ Install energy-efficient lighting systems and controls which will improve light quality, and reduce heat gain. Installing new energy-efficient lighting systems will also serve to remove any potentially harmful PCB-containing light ballasts.
- ✔ Upgrade and maintain heating and cooling equipment.
- ✔ Use a performance-based contract to guarantee energy savings from upgrades.
- ✔ Work with an energy services provider to help manage and improve energy performance.
- ✔ Purchase energy-efficient products like ENERGY STAR qualified office equipment.
- ✔ Install window films and add insulation or reflective roof coating.

Waste Reduction

Americans generate millions of tons of trash in our homes and communities. Every day, the average individual living in the United States produces approximately 4.5 pounds of trash. While many people already recycle products at home, schools can also control their waste by reducing, reusing and recycling it. Waste reduction opportunities exist everywhere.

Products that can be reused and recycled are countless and include everything from food scraps, yard and grounds wastes, paper, clothing, school supplies, sports equipment, and electronics. Items commonly recycled, and found in virtually any school, are paper, aluminum, glass, steel, cardboard, and yard waste. Food scraps or yard waste can be composted instead of being thrown out and then be used to improve the soil and support school landscaping or gardens. Many waste reduction efforts save money, energy, and natural resources, while teaching children and young adults how solid waste affects their lives and their environment.

Schools have a tremendous opportunity to implement waste reduction programs that can include pre-post waste reduction audits, incorporate waste tracking activities into the science curriculum, and promote programs that reduce waste. Engage school-related groups including science classes, environmental clubs, and parent-teacher organizations. These groups can often educate the whole community about the benefits of waste reduction and encourage everyone to make waste reduction a part of their everyday life. Increasing the flow of reusable and recyclable materials can even generate extra funds for school departments and groups.

Waste reduction can be further minimized by using WasteWise, a free EPA program through which organizations eliminate costly municipal solid waste.

To address electronic waste, refer to the resources available from the State Electronics Challenge.

Steps to Reduce Waste:

- ✔ Reduce waste through recycling, reusing or buying recycled products.
- ✔ Purchase more environmentally friendly electronic and paper products.
- ✔ Manage obsolete electronics in an environmentally safe way.
- ✔ Purchase less food to save money and reduce waste.

Learn more at:

https://www.epa.gov/learn-issues/learn-about-waste

https://www.epa.gov/fec

Quick Assessment

Please use this voluntary assessment to help you reduce and prevent exposures to common environmental health hazards in your school. Each topic area covered below has low or no-cost steps which can be taken to improve your students' environmental health. This tool also highlights waste reduction and energy efficiency strategies to help conserve valuable, financial resources.

Asbestos

Does the school have a readily available asbestos management plan?

○ **Yes** ○ **No** ○ **N/A**

Have all building operations and maintenance staff reviewed the asbestos management plan and understand how to minimize potential disturbance to ACM?

○ **Yes** ○ **No** ○ **N/A**

Asthma and Asthma Triggers

Are there policies that discourage the use of birds or furry animals such as mice, guinea pigs, and rabbits as pets in the school's classrooms?

○ **Yes** ○ **No** ○ **N/A**

Is the school's cleaning staff encouraged to use environmentally friendly cleaning products and "wet" dusting techniques whenever possible?

○ **Yes** ○ **No** ○ **N/A**

Are classrooms free of clutter? Are they dusted regularly? Are stuffed animals and pillows washed frequently?

○ **Yes** ○ **No** ○ **N/A**

Buses and Vehicle Idling

Have anti-idling policies been developed and implemented for buses that serve the school?

○ **Yes** ○ **No** ○ **N/A**

Have anti-idling zones been established for all vehicles at the schools (school buses, delivery trucks and parent's cars)?

○ **Yes** ○ **No** ○ **N/A**

Are all passenger pickup/drop off areas located away from school's air intake supply, classroom windows and exit doors?

○ **Yes** ○ **No** ○ **N/A**

Carbon Monoxide (CO)

Does the school's maintenance staff inspect and document the condition and findings for all gas burning appliances, furnaces and water heaters yearly to ensure they are properly operating?

○ **Yes** ○ **No** ○ **N/A**

Have CO detectors been installed in the school near appliances that burn natural gas, oil, wood or gas?

○ **Yes** ○ **No** ○ **N/A**

Chemical Management

Does the school conduct a yearly inventory of all chemicals present?

○ **Yes** ○ **No** ○ **N/A**

Does the school have a policy that prohibits any unauthorized toxic or hazardous chemicals from being brought into the school?

○ **Yes** ○ **No** ○ **N/A**

Are all chemicals properly labeled, stored in original containers, dated as to when they entered the school, and have accompanying MSDS information on site?

○ **Yes** ○ **No** ○ **N/A**

Are all toxic or hazardous chemicals stored in appropriate containers, separated by hazard category, in a ventilated, fire resistant, and locked area or cabinet?

○ **Yes** ○ **No** ○ **N/A**

Does the school conduct cleanouts of all chemicals that are unnecessary, outdated and posing a health risk on a regular basis?

○ **Yes** ○ **No** ○ **N/A**

Does the school ensure proper training of staff involved with chemical management? Are students properly trained before handling toxic or hazardous chemicals?

○ **Yes** ○ **No** ○ **N/A**

Drinking Water

If your school receives its drinking water from your own source, you are required to comply with a series of regulations under the Safe Drinking Water Act. Is the water tested according to regulations and the results documented?

○ **Yes** ○ **No** ○ **N/A**

Are water faucets, fountain screens and aerators regularly cleaned and sanitized?

○ **Yes** ○ **No** ○ **N/A**

Does the school have policies and procedures in place to prevent the disposal of hazardous substances down the toilets and/or dumping into storm drains?

○ **Yes** ○ **No** ○ **N/A**

Educational, Art & Science Supplies

Does your school have a policy to ensure that art materials, school supplies and toys purchased are labeled "Conforms to ASTM D4236"?

○ **Yes** ○ **No** ○ **N/A**

Do school policies encourage minimizing exposure to hazardous materials by substituting less- or nonhazardous materials where possible for classroom activities; prohibiting food consumption around hazardous chemicals; and, washing hands often?

○ **Yes** ○ **No** ○ **N/A**

Is the school staff reminded to follow the precautionary recommendations listed on the labels?

○ **Yes** ○ **No** ○ **N/A**

Does the school have updated Material Safety Data Sheets for all products being used?

○ **Yes** ○ **No** ○ **N/A**

Energy Efficiency

Are lights turned off when not in use or when natural daylight can
be used?

○ **Yes** ○ **No** ○ **N/A**

Are thermostats set back in the evening and at other times when the building is unoccupied?

○ **Yes** ○ **No** ○ **N/A**

Does the school track energy performance, perform monthly maintenance of heating and cooling equipment, educate students and staff about how their behaviors affect energy use, and use systems and controls that improve light quality, heating and cooling as part of an energy efficiency program?*

○ **Yes** ○ **No** ○ **N/A**

Extreme Heat Events

Does the school advise the students to wear lightweight, light-colored and loose-fitting clothing during extreme heat events?

○ **Yes** ○ **No** ○ **N/A**

Does the school limit physical exertion outdoors during days with unhealthy air conditions or periods of extreme heat?

○ **Yes** ○ **No** ○ **N/A**

Indoor Air Quality/Ventilation

Does the school currently implement a proactive IAQ management program such as the "Indoor Air Quality (IAQ) Tools for Schools" program?

○ **Yes** ○ **No** ○ **N/A**

Does the school have a tobacco-free campus policy?

○ **Yes** ○ **No** ○ **N/A**

Does the school maintenance staff have a regular cleaning schedule for unit ventilators, supply air diffusers, return registers, outside air intakes, and commission the HVAC system a minimum of once every 5 years?

○ **Yes** ○ **No** ○ **N/A**

Are condensate pans clean, unobstructed and do they drain properly?

○ **Yes** ○ **No** ○ **N/A**

Are unit ventilators clear of books, papers and other items and other items that would block or hinder air flow?

○ **Yes** ○ **No** ○ **N/A**

Lead

Are the walls and interior surfaces free of cracking, chipping, or peeling paint, especially around doors or windows where painted surfaces rub together?

○ **Yes** ○ **No** ○ **N/A**

Are exterior walls and other large structures in the school grounds free of cracking, chipping, or peeling paint?

○ **Yes** ○ **No** ○ **N/A**

Does the school or school district provide a pre-renovation notification to staff and parents prior to construction activity?

○ **Yes** ○ **No** ○ **N/A**

Are all demolition and renovation activities impacting lead containing paint or other building materials in the school undertaken by "certified" and properly trained contractors?*

○ **Yes** ○ **No** ○ **N/A**

Do students wash hands before snacks, lunch and after recess?

○ **Yes** ○ **No** ○ **N/A**

Mercury

Has an inventory of all chemicals, materials and equipment containing mercury been completed?

○ **Yes** ○ **No** ○ **N/A**

Does the school have a mercury spill kit and spill response plan readily available on site?

○ **Yes** ○ **No** ○ **N/A**

Mold and Moisture Control

Is humidity in the school building maintained below 60%, and ideally between 30% and 50% where possible?*

○ **Yes** ○ **No** ○ **N/A**

Does the school maintenance staff repair all leaking plumbing and roof leaks in the building as soon as possible?*

○ **Yes** ○ **No** ○ **N/A**

Is the school building (walls/ceilings/floors) free of wetness or condensation?

○ **Yes** ○ **No** ○ **N/A**

Does the school maintenance staff clean and dry any wet or damp spots consistently within 48 hours?

○ **Yes** ○ **No** ○ **N/A**

PCBs in Caulk and Fluorescent Light Ballasts

Has the school determined whether the fluorescent light ballasts contain PCBs? If so, have the lighting fixtures in the school been retrofitted to adequately remove potential PCB hazards using recommendations highlighted in **https://www.epa.gov/pcbs/polychlorinated-biphenyls-pcbs-building-materials**

○ **Yes** ○ **No** ○ **N/A**

Has the school followed recommendations highlighted in **https://www.epa.gov/pcbs/polychlorinated-biphenyls-pcbs-building-materials** for potential PCB-containing caulk.

○ **Yes** ○ **No** ○ **N/A**

Pesticides and Pest Management

Do all floors in food service areas and classrooms where food is served get cleaned and mopped daily?

○ **Yes** ○ **No** ○ **N/A**

Are all food items stored securely in sealable containers or canisters?

○ **Yes** ○ **No** ○ **N/A**

Is all garbage bagged, completely closed, and placed in dumpsters outside the school building daily?

○ **Yes** ○ **No** ○ **N/A**

Are there high-density door sweeps installed on all doors to keep out mice, rats and roaches?*

○ **Yes** ○ **No** ○ **N/A**

Are all open spaces around utility pipes coming into the building blocked with copper mesh wire or other material to hinder entrance into the building by pests?*

○ **Yes** ○ **No** ○ **N/A**

Does the school have screens installed on all operable windows?*

○ **Yes** ○ **No** ○ **N/A**

Radon

Have all the first floor and basement classrooms of the school been tested for the presence of radon with results documented and available for public review?

○ **Yes** ○ **No** ○ **N/A**

If the classroom radon levels exceed 4pCi/L, has the school or school district installed radon mitigation systems?*

○ **Yes** ○ **No** ○ **N/A**

UV Radiation

Does the school post the daily UV Index to help staff protect student's overexposure to the sun?

○ **Yes** ○ **No** ○ **N/A**

Are students encouraged to wear protective, light weight clothing and/or sunscreen for recess during times of peak sun intensity?

○ **Yes** ○ **No** ○ **N/A**

Does the school have ample areas of shade to minimize time spent in the sunlight?

○ **Yes** ○ **No** ○ **N/A**

Waste Reduction

Does the school use an active waste reduction/recycling policy in place that promotes resource conservation, the purchasing of more environmentally friendly products, pre-post waste reduction audits, student involvement, and a curriculum that supports waste reduction and recycling?*

○ **Yes** ○ **No** ○ **N/A**

**Assessment Activities that may require additional, cost-effective resources and methods for resolution.*

For more information on Healthy Schools, please visit: **https://www.epa.gov/schools**

Top Ten Ways to Make Your School Healthier

1. **Clear the air inside.** EPA's Indoor Air Quality Tools for Schools program provides information and tips on how to help schools prevent and solve indoor air quality problems.

2. **Clear the air outside.** Schools can reduce children's exposure to engine exhaust by eliminating unnecessary vehicle idling, installing effective emission control systems on newer buses and replacing the oldest buses with new ones.

3. **Reduce/remove radon in school buildings.** Schools should test the level of radon gas in their buildings. No radon level is healthy. If the test results are at, or above, 4pCi/L, appropriate mitigation steps should be taken to reduce the radon level.

4. **Use chemicals carefully.** Possible health, safety and environmental implications should be considered before chemicals are purchased for use in schools. Do not allow outside, unauthorized chemicals to be brought into the school. Proper chemical use and management (storage, labeling, and disposal) is critical for reducing chemical exposures and costly accidents.

5. **Test the water.** School districts should test the drinking water in their school buildings regularly.

6. **Get the lead out.** School buildings built prior to 1978 must be tested for lead paint. Renovations or repairs must be done in a way that does not create lead dust. Children should be kept away from lead hazards inside and outside of school buildings.

7. **Eliminate Mercury.** School environments should be mercury-free. Schools should use digital thermometers and safer alternatives to mercury in science curriculum, nurses' offices and within facilities operations and maintenance.

8. **Cover up.** Schools should practice "sunsafe behavior" and encourage children to cover up, use SPF 30 or higher broad-spectrum sunscreen, and stay out of midday sun to avoid damaging UV rays.

9. **Use toxics with caution.** Schools should look for alternatives to toxic pesticides and cleaning chemicals. Remove sources of lead, mercury, asbestos and PCBs from the school environment.

10. **Educate yourself.** Know which environmental health issues affect your school and how to address them.

Additional Online Resources

EPA Children's Environmental Health Website

Protecting children's health from environmental risks is fundamental to EPA's mission. Get the facts about children's environmental health at **https://www.epa.gov/children**

Pediatric Environmental Health Specialty Unit

PEHSU is a respected network of experts in children's environmental health. The PEHSU were created to ensure that children and communities have access to, usually at no cost, special medical knowledge and resources for children faced with a health risk due to a natural or human-made environmental hazard. To learn more visit **http://www.pehsu.net/**

Department of Education's Green Ribbon Schools

The U.S. Department of Education announced in 2011 the creation of the Green Ribbon Schools program to recognize schools that are creating healthy and sustainable learning environments and teaching environmental literacy. The new awards program will be run by the Education Department with the support of the White House Council on Environmental Quality and the U.S. Environmental Protection Agency. To learn more visit **https://www2.ed.gov/programs/green-ribbon-schools/index.html**

EPA Regional School Contacts

Locate your regional EPA School Coordinator or Children's Health Coordinator by visiting **https://www.epa.gov/schools/schools-coordinators-epa-regions**

EPA's Voluntary School Siting Guidelines

EPA's voluntary school siting guidelines can help local school districts and community members evaluate environmental factors to make the best possible school siting decisions. This website includes an overview for the guidelines, as well as links to resources and additional information. **https://www.epa.gov/schools/school-siting-guidelines**

EPA's Voluntary State School Environmental Health Guidelines

EPA has developed State School Environmental Health Guidelines, a voluntary guidance document which helps states, tribes, and territories create and implement environmental health programs for K-12 schools. The goal of the guidelines is to provide a framework for improving the health and well-being of students by creating and sustaining healthy, safe, and productive school environments. To learn more visit **https://www.epa.gov/schools/state-school-environmental-health-guidelines**

K-12 School Compliance

It is important to note that schools are obligated to comply with relevant environmental regulations, and environmental compliance is an integral part of a K-12 school environmental health program. To learn more visit **https://www.epa.gov/schools/law-regulation-and-policy-resources**

https://www.epa.gov/regulatory-information-sector/educational-services-sector-naics-61

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School IAQ Assessment Mobile App

https://www.epa.gov/iaq-schools/school-iaq-assessment-mobile-app

United States Environmental Protection Agency

EPA 908-R-17-001
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White House Toolkit for Sustainable and Healthy Schools

2024 Update to Federal Resources to Address K-12 School Infrastructure Needs

April 2024

THE WHITE HOUSE
WASHINGTON

Table of Contents

Introduction

K-12 schools should offer environments where all students can reach their fullest potential – with rigorous learning opportunities, support for health and wellbeing, and strong preparation for careers and higher education. They should not only house students and educators, but inspire them and facilitate their productivity and educational success. The physical school environment plays an important role in helping students learn.

Unfortunately, modern, high-quality learning facilities are not consistently available to all of America's youth, and there is work to do in ensuring that more students have access to sustainable and healthy school buildings and grounds. Poor air and water quality, in addition to other environmental health hazards, continue to curtail students' health and ability to learn. In addition, the climate crisis poses new challenges to students, educators, and school facilities through more intense and frequent climate disasters and extreme events.

Because of climate change, schools are cooling down slower at the beginning of the school year and heating up faster at the end of it. An estimated 36,000 public schools nationwide lack adequate HVAC systems, and due to rising temperatures, 13,700 public schools that did not need cooling in 1970 will need it by 2025. Ten years ago, school districts "canceled classes an average of three or four days a year" for heat; according to recent studies, today, that number has nearly doubled.

Hotter schools with lower air quality can reduce the quality of learning and may lead to lower test scores. Generally speaking, heat is associated with lower cognitive function and reduced ability to concentrate or learn. Additionally, access to air conditioning (A/C) in schools varies by demographic group. Black and Hispanic students are 1.6% more likely to be in schools with inadequate A/C than white students, and lower-income students are 6.2% more likely to be in schools with inadequate A/C than higher-income students. Similarly, reduced air quality, such as in schools with increasing exposure to wildfire smoke, can also impact children's development and learning; Poor air quality in schools also leads to higher rates of absenteeism for students and staff, especially among those with respiratory diseases such as asthma.

In contrast, healthy, sustainable learning environments have been shown to decrease absenteeism, reduce the incidence and severity of asthma and other health conditions, and improve overall learning outcomes. Sustainability and efficiency improvements can also help reduce operational costs to school districts, allowing for more funding to be invested in the classroom and reducing greenhouse gas emissions and local air pollution. Furthermore, innovative technologies and strategies offer opportunities for hands-on, real-world learning that excite students about science, technology, engineering, math, and good-paying sustainability-related careers.

Thanks to the Biden-Harris Administration's Investing in America Agenda, an unprecedented amount of new federal funds is available to support school leaders and ensure healthy, sustainable, climate resilient, and modern learning environments for America's students, families, and educators. The federal government remains committed to ensuring every child learns at school facilities and on grounds that support a healthy learning environment, including by improving air quality, lowering energy bills, reducing greenhouse gas emissions, minimizing school vulnerabilities to extreme weather, reducing the heat island effect and addressing extreme heat, managing stormwater runoff, and offering world-class learning opportunities for all students.

As part of the largest-ever federal investment in K-12 schools in U.S. history, the U.S. Department of Education awarded Elementary and Secondary School Emergency Relief funds through the American Rescue Plan that have provided critical resources to address critical health and safety facilities issues. An early expert analysis of districts' plans project that they planned to spend $9.8 billion of these funds to upgrade heating, ventilation, and air conditioning systems and another $4.9 billion on repairs to prevent illness, which includes lead abatement, removing mold and mildew, or replacing leaking roofs. In particular, a large percentage of schools in under-resourced communities are using federal COVID-19 recovery funds to invest in facilities projects and improve environmental health and safety, likely to compensate for years of deferred capital improvements.

Between the first publication of this toolkit in 2022 and today, schools have begun seeing the benefits of new opportunities for federal funding and technical assistance. In 2023, for example, the U.S. Department of Energy announced that 24 Local Educational Agencies (LEAs) would receive $178 million in funding to upgrade HVAC systems, improve building performance, and install solar panel and battery systems, among other critical improvements. And in January 2024, the Environmental Protection Administration selected 67 applicants to receive nearly $1 billion in funding to purchase over 2,700 clean school buses, benefitting 7 million students across 37 states. These game-changing funding opportunities are already transforming school sustainability and will drive positive change for years to come.

This toolkit highlights how schools across the nation can further use the opportunities ushered in through President Biden's Investing in America agenda to address school infrastructure needs and make school buildings healthier and more sustainable for our kids and communities. It provides an overview of the federal funds, programs, and other resources related to school infrastructure available to support state and local educational agencies and individual schools. School leaders can use this guide to identify sources of funding and technical support available from federal agencies to achieve important health and sustainability goals, including:

- Improved energy efficiency;
- School electrification;
- Clean energy use;
- Lower embodied carbon building materials;
- Improved indoor and outdoor air and water quality;
- Reduced exposure to environmental health hazards;
- Cleaner school transportation; and,
- Overall resiliency to climate change hazards.

The President's **Investing In America Agenda** puts equity front and center through the Justice40 Initiative, which set the goal that 40 percent of the overall benefits from federal investments flow to disadvantaged communities that are marginalized by underinvestment and overburdened by pollution. Environmental justice begins in our nation's schools with these foundational opportunities.

***Disclaimer**:*
This toolkit is designed to help users familiarize themselves with federal resources on sustainable and healthy schools. Nothing contained in this document constitutes formal guidance from the U.S. government on any law, program, policy, application process, or funding eligibility. Applicants for funding should consult official agency or program specific guidance for additional information. This document was published in April 2024.

This document is non-exhaustive as new federal programs become available over time. Agencies may provide additional information on specific topics upon request (see federal contacts). For the latest information on federal grant programs, go to Grants.gov.

Acronyms

Bipartisan Infrastructure Law (BIL)
Inflation Reduction Act (IRA)
U.S. Department of Energy (DOE)
U.S. Department of Transportation (DOT)
U.S. Department of Education (ED)
U.S. Environmental Protection Agency (EPA)
Federal Emergency Management Agency (FEMA)
Internal Revenue Service (IRS)
U.S. Department of the Treasury (Treasury)
U.S. Department of Agriculture (USDA)

***The Clement Avenue School** (Milwaukee, Wisconsin) schoolyard redevelopment project can manage over 88,000 gallons of stormwater every time it rains. The school has removed approximately 22,000 square feet of asphalt and has replaced it with green and a mixed-use recreation and educational space.*

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Topical Areas

Healthy Environments

The Frank D. Spaziano Elementary School *(Providence, RI) features new construction that emphasizes design with breakout spaces, daylighting, and healthy indoor environments conducive to learning.*

The indoor and outdoor environment of a school has important impacts on student and staff physical and mental health, attendance, and academic performance. Healthy school indoor environments – including those free from exposures to environmental contaminants – help reduce absenteeism, improve student performance, enhance student and staff productivity, and advance the health of students and staff. Unhealthy school indoor environments can expose children to allergens, pollutants, chemicals, and suboptimal classroom conditions (e.g., poor ventilation, lighting, acoustics, and temperature control) that might cause their health, attendance, or academic performance to suffer. Environmental health in schools includes such components as indoor and outdoor air quality, water quality, mold and moisture, daylighting, and the presence of contaminants, such as polychlorinated biphenyls (PCBs), asbestos, and lead. These issues are particularly stark for schools in communities with environmental justice concerns. Significant disparities exist in health outcomes, with Black, Hispanic, and low-income children more likely to experience poor air quality, higher rates of asthma, and inadequate school facilities.

Indoor Air Quality and Environmental Exposures

Funding

EPA Grant Funding to Address Indoor Air Pollution at Schools assists schools in developing and adopting indoor air quality management plans.

Resources & Programs

EPA Healthy School Environments presents information on key topics about establishing and enhancing healthy school environments. The website includes guides for schools to mitigate or remediate various environmental exposures, such as mold, PCBs, asbestos, lead, wildfire smoke, and mercury.

EPA Integrated Pest Management (IPM) in Schools provides information to schools interested in establishing new or improving existing IPM programs, including toolkits for implementation.

EPA **Indoor Air Quality Tools for Schools** website and action toolkit provides best practices, industry guidelines, sample policies, and a sample indoor air quality management plan.

EPA **Clean Air in Buildings Challenge** is a call to action and set of guiding principles and best practices that helps building owners and operators reduce risks from airborne viruses and other contaminants indoors, including in schools.

EPA **Air Quality Flag Program** publishes local data about air quality, articulated through the colors of EPA's Air Quality Index. Participating schools raise a flag that corresponds to the color indicating the status of air quality. On unhealthy days, communities can use this information to adjust physical activities to help reduce exposure to air pollution.

EPA **Best Practices for Reducing Near-Road Pollution Exposure at Schools** publication helps school communities identify strategies for reducing traffic-related pollution exposure at schools.

EPA **ABC's of Asbestos in Schools** guidance helps local educational agencies achieve compliance with regulations governing asbestos-containing materials in schools.

EPA **Safer Choice** pollution prevention program helps purchasers find products that perform and contain ingredients that are safer for human health and the environment. This includes practices that reduce, eliminate, or prevent pollution at its source, such as using safer ingredients in products.

Water Quality

Funding

EPA **Water Infrastructure Improvements for the Nation (WIIN) Act** addresses, supports, and improves America's drinking water infrastructure. Included in the WIIN Act are three drinking water grants that promote public health and protection of the environment. The Voluntary School and Child Care Lead Testing and Reduction Grant Program awards non-competitive funding to local education agencies for voluntary lead testing and remediation.

USDA **Rural Development Water and Environmental Programs** assist rural communities in obtaining technical assistance and financing for safe drinking water and waste disposal systems.

Resources and Programs

EPA **3Ts (Training, Testing, and Taking Action) Program for Reducing Lead in Drinking Water** provides technical and outreach information to assist states and territories, schools, and childcare facilities to implement programs that reduce lead in drinking water. The 3Ts program includes technical and outreach resources such as plan eBuilders, data eTrackers, recorded training, customizable templates, fact sheets, and other interactive tools.

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EPA **WaterSense at Work: Best Management Practices for Educational Facilities** resource promotes water-efficient techniques that can be applied across a wide range of facilities with varying water needs.

Energy Efficiency, Decarbonization, and Clean Energy

Schools use energy every day to keep their doors safely open for students, and to maintain their learning environments with adequate lighting, heat, and power for operating buildings. School districts spend $6 billion a year on energy – one of the largest school district expenditures, second only to salaries. The Biden-Harris Administration has bolstered funding opportunities and resources for schools to implement energy efficiency, clean energy, and decarbonization measures, all of which save districts money and reduce greenhouse gas emissions from school operations.

*Students in **Batesville School District** (Batesville, Arkansas) receive a tour of a tracking solar array, which is estimated to be 25% more efficient than fixed panels and excites the next generation about a clean energy future.*

Funding

DOE **Renew America's Schools** grant program, funded by President Biden's Bipartisan Infrastructure Law, provides $500 million for competitive grants to make energy efficiency, clean energy, and alternative fueled vehicle upgrades and improvements. This funding aims to help school communities make energy upgrades that will lower utilities costs, improve indoor air quality, and foster healthier learning environments.

DOE **Energy Champions Leading the Advancement of Sustainable Schools Prize (Energy CLASS Prize)** is a two-phase, $4.5 million competitive award promoting capacity building and energy management in school districts across America. The competition was designed to help some of the nation's highest-need K–12 schools make clean energy and health improvements by establishing, training, and supporting energy managers—or champions—in their districts.

DOE **State Energy Program (SEP)** provides annual funding to 50 states, the District of Columbia, and the five U.S. territories to support a nationwide infrastructure of state energy offices. SEP supports public facilities, including K-12 schools and universities. Find your state energy office for information on energy policies, programs, and financial incentives.

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EPA Greenhouse Gas Reduction Fund, created by President Biden's Inflation Reduction Act, is a historic $27 billion investment to mobilize financing and private capital to combat the climate crisis and ensure American economic competitiveness. The Greenhouse Gas Reduction Fund delivers capital to financing organizations for projects that lower energy costs and catalyze economic revitalization to communities, particularly those that have historically been left behind. There are several ways that schools and school districts could interact with Greenhouse Gas Reduction Fund grantees and access financing resources, including (but not limited to): energy efficiency in buildings, solar (energy generation and storage), and school buses. The Greenhouse Gas Reduction Fund has been implemented via three grant competitions: the National Clean Investment Fund, Clean Communities Investment Accelerator, and the Solar for All competition.

IRS Clean Energy Tax Credits are accessible to schools, as established by the Inflation Reduction Act. Elective pay, or "direct pay," allows school districts which would otherwise be unable to claim tax credits (because they do not owe federal income tax) to benefit from clean energy tax credits. A school district that makes a clean energy investment that qualifies for the Investment Tax Credit may file a tax return with the IRS to claim the full value of the Investment Tax Credit, including potential bonus amounts. Solar installations, for example, may qualify for a credit of up to 70% of the project's cost; ground-source heat pumps may qualify for up to 50% of the cost.

USDA Rural Development Electric programs provide reliable, affordable electricity in rural areas, including energy efficiency relending in partnership with local utilities for school retrofits, renewable energy installations and charging stations.

USDA Rural Development Energy programs support energy audits, renewable energy development, efficiency improvements, and installation of renewable energy systems.

USDA Rural Energy for America Program Energy Audit & Renewable Energy Development Assistance provides energy audits, renewable energy technical assistance, or renewable energy site assessments to increase American energy independence and help decrease the cost of energy for small businesses and agricultural producers.

Resources and Programs

DOE Efficient and Healthy Schools Program engages schools – especially those serving low-income populations and rural areas – to reduce energy bills and improve student and teacher health. The program provides year-round technical assistance to schools and offers annual opportunities to recognize schools that seek to implement high-impact indoor air quality and efficiency improvements.

DOE Better Buildings Challenge K-12 Schools asks that partners commit to reduce portfolio-wide energy use by 20-25% in 10 years or less and share replicable pathways for the deployment of energy efficiency and showcase projects that result in significant energy savings. Schools can partner with DOE's network of technical and industry experts to develop innovative cost-effective energy solutions, and earn recognition for their leadership and innovation.

DOE Better Climate Challenge challenges school districts to set ambitious, portfolio-wide GHG emission reduction goals. This effort provides opportunities for peer exchange and technical assistance to meet the urgent call to mitigate the impacts of climate change. Through the Better Climate Challenge, organizations partner with DOE to reduce portfolio-wide Scope 1 and 2 GHG emissions by at least 50% within 10 years. Participating organizations can tap into the Better Buildings network, engage with other market leaders, access peer-to-peer exchange opportunities, and leverage technical assistance from DOE and the national labs.

DOE Building Energy Codes Program Technical Assistance (BECP) offers a comprehensive collection of information, resources, and technical assistance designed to answer questions and address issues related to energy codes. This includes publications, compliance software and tools, and training modules based on best practices. BECP's team of building energy codes experts is also available to answer specific questions submitted through the web-based help desk.

DOE Zero Energy (ZE) Schools resources page has information about benefits, best practices, and detailed implementation strategies for achieving zero energy. A Guide to ZE and ZE Ready K–12 Schools outlines the process of creating a ZE school and can provide a strong foundation for future projects.

EPA ENERGY STAR® Portfolio Manager® is a free online tool available for schools to track their facilities' energy, greenhouse gas, and water performance. State and local education agencies can use benchmarking data to help determine opportunities for improvement and track results annually. EPA provides training and technical support to states and school districts using ENERGY STAR® Portfolio Manager® in their facility improvement programs.

EPA ENERGY STAR® Certification for K-12 Schools saves energy and money, and helps protect the environment by generating fewer greenhouse gas emissions than typical schools. To be certified as ENERGY STAR®, a school must meet indoor environmental quality and energy performance standards verified by a licensed professional, as described in the scoring criteria.

Transportation

Across the nation and every day, students and staff travel to and from schools. Vehicle transportation represents a significant source of greenhouse gas emissions and local air pollution. Resources and funding opportunities in the transportation category aim to increase the use of lower and zero-emission school buses and vehicles and to improve outdoor air quality. School buses in the United States travel more than 4 billion miles each year, providing the safest transportation to and from school for more than 25 million American children every day. However, many school buses on the road are powered by diesel-fueled engines that predate EPA's latest emission standards. These buses emit higher levels of pollutants, including nitrogen oxides and particulate matter. These pollutants can contribute to poor air quality in our communities and negatively impact human health, especially for children. Replacing diesel buses with low- and zero-emission vehicles has been associated with improved student attendance and academic performance.

Moreno Valley Unified School District *(Moreno Valley, California) electric vehicle fleet and charging infrastructure is designed to meet the district's school transportation needs, reduce greenhouse gas emissions, and improve air quality.*

Funding

EPA **Clean School Bus Program** provides $5 billion over five years (FY 2022-2026) to replace existing school buses with zero-emission and low-emission models. EPA administers both grant opportunities and rebates under this program. Local Education Agencies, Tribes, non-profit transportation associations, and certain contractors providing transportation or buses are eligible for the grants and rebates.

EPA **Clean and Heavy-Duty Vehicle Program** invests $1 billion to replace heavy-duty vehicles with clean, zero-emission vehicles, support zero-emission vehicle infrastructure, and train and develop workers. EPA will be distributing funding for clean heavy-duty vehicles through 2031 with grants and/or rebates to eligible recipients to replace existing heavy-duty vehicles with clean, zero-emission vehicles.

DOT National **Safe Routes to School (SRTS) program** includes kindergarten through 8th grade schools. SRTS programs are eligible as special projects with the **Highway Safety Improvement Program**. See also the **Surface Transportation Block Grant Program**.

IRS **Commercial Clean Vehicle Tax Credits** establish that governmental entities, businesses, tribal organizations, and tax-exempt organizations that buy a qualified commercial clean vehicle may qualify for a clean vehicle tax credit of up to $40,000 under Internal Revenue Code section 45W.

Resources and Programs

DOE Electric School Bus Education is a webinar series with handouts on the benefits and implementation of electric school buses.

DOT EV Infrastructure Project offers tools, guides, and resources for electric vehicle infrastructure projects in rural areas.

EPA Clean School Bus Technical Assistance offers resources regarding clean school bus charging and fueling infrastructure.

Natural Disasters

Schools across the U.S. are already experiencing the impacts of climate change: more frequent and more severe natural disasters, such as hurricanes, wildfires, and extreme heat. Natural disasters result not only in operational costs, but also in learning loss and risks to student and staff health. The resources in this section help schools prepare for, recover from, and become more resilient to natural disasters.

Funding

ED Disaster Recovery Unit (DRU) was created to spearhead disaster aid and recovery work across ED. The DRU supports school community stakeholders affected by federally-declared natural disasters—specifically, by providing immediate aid to restart school operations, assistance for homeless children and youth, emergency impact aid for displaced students, and emergency response to violence—and ensures a coordinated response from federal agencies.

EDA Economic Adjustment Assistance Program provides a wide range of technical, planning, and public works and infrastructure assistance in regions experiencing adverse economic changes—including from catastrophic natural disasters.

EDA Economic Development Disaster Supplemental Funding helps regions recover from the economic harm and distress resulting from natural disasters to rebuild stronger, more resilient economies.

FEMA Grants support school infrastructure following federally-declared disasters or through hazard mitigation, such as wind, snow load and seismic retrofits, backup power and dry flooding proofing.

NOAA Emergency Coastal Resilience Fund supports projects that assist coastal communities and ecosystems prepare for and recover from extreme weather events, climate hazards, and changing ocean conditions.

Resources and Programs

EPA **Schools as Cleaner Air and Cooling Centers Tips** provide factsheets on how to make schools safer during increasingly frequent and more severe wildfire smoke and extreme heat events.

EPA **Climate Resilient Schools Program** provides technical assistance on how to make school buildings safer during increasingly frequent and more severe climate change impacts.

FEMA **Safer, Stronger, Smarter: A Guide to Improving School Natural Hazard Safety** is a training that provides guidance on school operations and on the physical protection of school facilities. The training also includes some discussion of the FEMA supplements, which provide guidance specific to earthquakes, floods, hurricanes, tornadoes, and tsunamis.

FEMA **Design Guide for Improving School Safety in Earthquakes, Floods, and High Winds** is a publication geared toward the protection of school buildings and their occupants against natural hazards, with an emphasis on the design of new K-12 schools, while also addressing the repair, renovation, and extension of existing school buildings.

FEMA **Safe Rooms for Tornadoes and Hurricanes: Guidance for Community and Residential Safe Rooms** provides criteria for safe rooms to provide protection from wind and wind-borne debris for occupants as well as related resources.

FEMA **Wildfire Hazard Mitigation Handbook for Public Facilities** assists facility owners affected by wildfire disasters by offering mitigation measures to reduce the vulnerability of damaged facilities to future wildfire incidents.

FEMA **Contracting with Federal Funds for Goods and Services Before, During and After Disasters** is a toolkit reference for managing procurement under grant assistance to rebuild or retrofit school buildings that includes training opportunities.

FEMA **Hazard Mitigation Planning Resources** support state and local leaders in the development and review of risk mitigation plans.

FEMA **Cost Estimating Format** is a uniform methodology to determine eligible permanent work costs for large construction projects, including those related to schools.

FEMA **Emergency Management Institute** offers multiple courses related to multi-hazard emergency planning and safety for schools.

FEMA **Emergency Power Systems for Critical Facilities** includes recommendations for planning for emergency power in the event of a disaster to assist critical facilities in remaining operational.

Contracting and Financing

This section summarizes resources available for schools for complementary funding sources, such as contracting and financing for school infrastructure and capital needs. These resources are often used in conjunction with grants.

Northland Pines School District *(Eagle River, Wisconsin) has installed solar power on all three campuses, converted lights to LED, and implemented temperature and lighting controls. It has installed filtered water bottle filling stations, energy recovery, ventilation systems, and M.E.R.V. 13 filters.*

Funding

ED Credit Enhancement For Charter School Facilities program awards grants that demonstrate innovative methods of helping charter schools address the cost of acquiring, constructing, and renovating facilities by enhancing the availability of loans and bond financing. This program helps enhance the credit of charter schools so they can access private-sector and other non-federal capital in order to acquire, construct, and renovate facilities at a reasonable cost.

ED State Charter School Facilities Incentive Grants Program provides competitive grants to help states establish and enhance or administer facilities aid for charter schools. The federal funds are used to match programs funded with non-federal dollars that make payments, on a per-pupil basis, to provide charter schools with facilities financing. The program is intended to encourage states to share in the costs associated with charter schools facilities funding.

ED Impact Aid Program supports local school districts with concentrations of children who reside on Indian lands, military bases, low-rent housing properties, and other federal properties, or have parents in the uniformed services or employed on eligible federal properties. Most Impact Aid funds are considered general aid to the recipient school districts; these districts may use the funds in accordance with local and state requirements, including capital expenditures.

Resources and Programs

DOE Energy Savings Performance Contracting (ESPC) Campaign engages public sector building owners to support and encourage the use of ESPC and expand the adoption of best practices to achieve significant energy, environmental, and cost savings benefits. Participants gain access to campaign resources and technical assistance, connect with peers, and earn recognition for achievements.

- **DOE** Energy Savings Performance Contracting (ESPC): A Primer for K-12 Schools explains how schools can use ESPC to save money by improving building energy efficiency and reducing operating costs while increasing occupant comfort and productivity.

- **DOE** Energy Savings Performance Contracting (ESPC) Toolkit is a collection of resources that enable state and local governments to learn and benefit from the work of the Better Buildings ESPC Accelerator. The toolkit includes the best practices and innovative approaches that states, cities, and K-12 schools have used to successfully establish and implement performance contracting.

DOE Financing Energy Upgrades for K-12 School Districts Guide focuses on comprehensive energy upgrades - those that involve multiple measures and are targeted toward achieving significant and persistent energy savings.

EPA ENERGY STAR® Cashflow Opportunity Calculator is a tool that helps users make decisions about when and how to finance energy efficiency projects. School facility managers and financial decision makers can estimate how much new equipment can be financed using anticipated savings.

COVID-19 Relief and Recovery

The federal government made emergency funding available to schools to achieve the safe reopening of buildings in response to the COVID-19 pandemic. In many cases, reopening required investments in school infrastructure to improve air quality and improve indoor environmental conditions.

Funding

ED Elementary and Secondary School Emergency Relief Funds (ESSER), delivered through the American Rescue Plan, have been used to keep schools open safely, including through investments in clean indoor air. ED provided guidance clarifying how remaining, timely obligated COVID-19 education relief funds can be used to support projects that improve indoor air quality and student academic achievement.

ED Governors Emergency Education Relief Funds (GEER) can also provide emergency support to schools and education related entities that meet certain eligibility criteria for carrying out emergency educational services.

Treasury State and Local Fiscal Recovery Funds (SLFRF) delivered $350 billion to state, local, and Tribal governments across the country to support their response to and recovery from the COVID-19 public health emergency. SLFRF funds may be used to support schools, including improvements or new construction of facilities in certain communities, consistent with program requirements.

Additional Cross-Cutting Opportunities

This section includes cross-cutting resources to support school infrastructure needs. Many of the resources address Biden-Harris Administration priorities, such as advancing environmental justice.

Funding

ED **Supporting America's School Infrastructure Grant Program** increases the capacity of states to support high-need Local Educational Agencies and schools in leveraging other available federal, state, and local resources to improve school facilities and environments through public school infrastructure improvements to ensure that their public school facilities are safe, healthy, sustainable, and equitable learning environments for all students.

*At **Huntley Community School District 158** (Algonquin, Illinois), home to the largest solar installation on school district property in Illinois, buildings include interactive displays that communicate the energy usage and environmental design features of the school, helping inspire and educate the school community.*

EPA **Community Change Grants Program** funds environmental and climate justice activities to benefit disadvantaged communities through projects that reduce pollution, increase community climate resilience, and build community capacity to respond to environmental and climate justice challenges. School districts are eligible to apply in partnership with a community-based organization.

EPA **Environmental Justice Grants** include multiple funding opportunities that promote environmental justice in underserved and overburdened communities, for which schools are eligible alone or in partnerships with community-based organizations. Schools may also access technical assistance to identify, apply for, and manage funding opportunities through their local Environmental Justice Thriving Communities Technical Assistance Center.

USDA **Rural Development Community Facilities programs** support essential community infrastructure in rural areas, including schools and school bus acquisition, through loans, grants, and loan guarantees.

USDA **Rural Development Telecommunications programs** offer grants to support distance learning and telemedicine and community-based internet access centers, and provide loans and grants to finance rural broadband deployment.

USDA **National School Lunch Program Equipment Assistance Grants** provides funding to state agencies and directs them to competitively award subgrants to local educational agencies and schools to purchase equipment, with a value of greater than $1,000, needed to serve healthier meals, improve food safety, and to help support the establishment, maintenance, or expansion of the School Breakfast Program.

Resources and Programs

DOE Federal and State Resources page outlines opportunities across agencies related to infrastructure programs, many of which can be used in schools.

ED Green Ribbon Schools recognizes early learning centers, schools, school districts, and colleges and universities that (1) reduce environmental impact and costs; (2) improve the health and wellness of schools, students, and staff; and (3) provide effective environmental and sustainability education.

ED Infrastructure and Sustainability Initiative within the Office of Communications and Outreach offers resources and serves as a general hub for information on school infrastructure and sustainability topics.

ED National Center on School Infrastructure Program supports a clearinghouse of resources for states and LEAs related to improving and developing safe, healthy, sustainable, and equitable public school infrastructure through public school infrastructure improvements. The national center provides technical assistance to states and high-need Local Educational Agencies seeking to leverage available resources to improve public school facilities for all students.

ED Readiness and Emergency Management for Schools technical assistance center provides planning and training tools that can assist schools in preparing for or responding to challenges in the school environment.

EPA Environmental Justice Thriving Communities Technical Assistance Centers (EJ TCTAC) offers a holistic government-wide framework for providing technical assistance and capacity building resources. EPA has selected 16 EJ TCTACs. These centers provide training and other assistance to build capacity for navigating federal grant application systems, writing strong grant proposals, and effectively managing grant funding. In addition, these centers provide guidance on community engagement, meeting facilitation, and translation and interpretation services for limited English-speaking participants, thus removing barriers and improving accessibility for communities with environmental justice concerns.

EPA Community Change Technical Assistance (CCTA) and Community Change Equitable Resilience Technical Assistance (CCER TA) provide dedicated technical assistance to organizations, including school districts, seeking to apply for the Community Change Grants Program. CCTA is open to all organizations. CCER TA is specialized assistance is targeted to communities that are disaster-prone and disadvantaged, meaning they are vulnerable to extreme heat and more intense heat islands, wildfire and smoke, floods, storms, or other climate impacts that pose a greater risk to disadvantaged communities.

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Federal Points of Contact

U.S. Department of Education (ED)

- Infrastructure and Sustainability Initiative, Office of Communication and Outreach, InfrastructureandSustainability@ed.gov
- School Infrastructure Programs, Office of Elementary and Secondary Education, OESE.school.infrastructure@ed.gov

U.S. Department of Energy (DOE)

- Better Buildings Initiative, betterbuildingschallenge@ee.doe.gov.
- Efficient and Healthy Schools Program, Building Technologies Office, Efficient.Healthy.Schools@ee.doe.gov
- Energy Savings Performance Contracting (ESPC) Campaign, Office of State and Community Energy Programs, ESPCcampaign@hq.doe.gov
- Renew America's Schools Program, Office of State and Community Energy Programs, schools@doe.gov
- Energy Champions Leading the Advancement of Sustainable Schools Prize (Energy CLASS Prize), Office of State and Community Energy Programs, schools@doe.gov

U.S. Environmental Protection Agency (EPA)

- Healthy Schools Program, Office of Children's Health Protection, EPAChildren@epa.gov
- Water Infrastructure Improvements for the Nation Act (WIIN Act) Grant Programs, WIINDrinkingWaterGrants@epa.gov
- Indoor Air Quality in Schools, IAQschools@epa.gov

U.S. Department of Treasury (Treasury)

- State and Local Fiscal Recovery Funds, SLFRP@treasury.gov

Federal Emergency Management Agency (FEMA)

- Hazard Mitigation Grant Programs, FEMA Regional Office or State Hazard Mitigation Officers

Chapter 246-366 WAC

PRIMARY AND SECONDARY SCHOOLS

Last Update: 7/19/23

WAC

WAC 246-366-001 Introduction. These rules and regulations are established as minimum environmental standards for educational facilities and do not necessarily reflect optimum standards for facility planning and operation.
[Statutory Authority: RCW 43.20.050. WSR 91-02-051 (Order 124B), recodified as § 246-366-001, filed 12/27/90, effective 1/31/91; Order 55, § 248-64-210, filed 6/8/71.]

Effective August 1, 2024

WAC 246-366-005 Purpose. The purpose of this chapter is to maintain minimum environmental health and safety standards for school facilities until legislative action allows for full or partial implementation of chapter 246-366A WAC. To the extent the legislature funds or otherwise allows for its implementation, chapter 246-366A WAC is intended to replace or supersede this chapter.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366-005, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

WAC 246-366-010 Definitions. The following definitions shall apply in the interpretation and the enforcement of these rules and regulations:

(1) "School" - Shall mean any publicly financed or private or parochial school or facility used for the purpose of school instruction, from the kindergarten through twelfth grade. This definition does not include a private residence in which parents teach their own natural or legally adopted children.

(2) "Board of education" - An appointive or elective board whose primary responsibility is to operate public or private or parochial schools or to contract for school services.

(3) "Instructional areas" - Space intended or used for instructional purposes.

(4) "New construction" - Shall include the following:

(a) New school building.

(b) Additions to existing schools.

(c) Renovation, other than minor repair, of existing schools.

(d) Schools established in all or part of any existing structures, previously designed or utilized for other purposes.

(e) Installation or alteration of any equipment or systems, subject to these regulations, in schools.

(f) Portables constructed after the effective date of these regulations.

(5) "Occupied zone" - Is that volume of space from the floor to 6 feet above the floor when determining temperature and air movement, exclusive of the 3 foot perimeter on the outside wall.

(6) "Site" - Shall include the areas used for buildings, playgrounds and other school functions.

(7) "Portables" - Any structure that is transported to a school site where it is placed or assembled for use as part of a school facility.

(8) "Health officer" - Legally qualified physician who has been appointed as the health officer for the city, town, county

or district public health department as defined in RCW 70.05.010(2), or his authorized representative.

(9) "Secretary" - Means secretary of the Washington state department of health or the secretary's designee.

(10) "Department" - Means Washington state department of health.

[Statutory Authority: RCW 43.20.050. WSR 92-02-019 (Order 225B), § 246-366-010, filed 12/23/91, effective 1/23/92; WSR 91-02-051 (Order 124B), recodified as § 246-366-010, filed 12/27/90, effective 1/31/91; WSR 82-07-015 (Order 225), § 248-64-220, filed 3/9/82; Order 131, § 248-64-220, filed 8/5/76; Order 55, § 248-64-220, filed 6/8/71.]

WAC 246-366-020 Substitutions. The secretary may allow the substitution of procedures or equipment for those outlined in these regulations, when such procedures or equipment have been demonstrated to be equivalent to those heretofore prescribed. When the secretary judges that such substitutions are justified, he shall grant permission for the substitution in writing. Requests for substitution shall be directed to the jurisdictional health officer who shall immediately forward them, including his recommendations, to the secretary. All

decisions, substitutions, or interpretations shall be made a matter of public record and open to inspection.
[Statutory Authority: RCW 43.20.050. WSR 91-02-051 (Order 124B), recodified as § 246-366-020, filed 12/27/90, effective 1/31/91; Order 55, § 248-64-230, filed 6/8/71.]

WAC 246-366-030 Site approval. (1) Before a new school facility is constructed, an addition is made to an existing school facility, or an existing school facility is remodeled, the board of education shall obtain written approval from the health officer that the proposed development site presents no health problems. The board of education may request the health officer make a survey and submit a written health appraisal of any proposed school site.

(2) School sites shall be of a size sufficient to provide for the health and safety of the school enrollment.

(3) Noise from any source at a proposed site for a new school, an addition to an existing school, or a portable classroom shall not exceed an hourly average of 55 dBA ($Leq_{60\ minutes}$) and shall not exceed an hourly maximum (Lmax) of 75 dBA during the time of day the school is in session; except sites exceeding these sound levels are acceptable if a plan for sound

reduction is included in the new construction proposal and the plan for sound reduction is approved by the health officer. [Statutory Authority: RCW 43.20.050. WSR 91-02-051 (Order 124B), recodified as § 246-366-030, filed 12/27/90, effective 1/31/91; WSR 89-20-026 (Order 333), § 248-64-240, filed 9/28/89, effective 10/29/89; Order 88, § 248-64-240, filed 10/3/73; Order 55, § 248-64-240, filed 6/8/71.]

WAC 246-366-040 Plan review and inspection of schools.

(1) Any board of education, before constructing a new facility, or making any addition to or major alteration of an existing facility or any of the utilities connected with the facility, shall:

(a) First submit final plans and specifications of such buildings or changes to the jurisdictional health officer;

(b) Shall obtain the health officer's recommendations and any required changes, in writing;

(c) Shall obtain written approval from the health officer, to the effect that such plans and specifications comply with these rules and regulations.

(2) The health officer shall:

(a) Conduct a preoccupancy inspection of new construction to determine its conformity with the approved plans and specifications.

(b) Make periodic inspections of each existing school within his jurisdiction, and forward to the board of education and the administrator of the inspected school a copy of his findings together with any required changes and recommendations. [Statutory Authority: RCW 43.20.050. WSR 91-02-051 (Order 124B), recodified as § 246-366-040, filed 12/27/90, effective 1/31/91; Order 55, § 248-64-250, filed 6/8/71.]

WAC 246-366-050 Buildings. (1) Buildings shall be kept clean and in good repair.

(2) Instructional areas shall have a minimum average ceiling height of 8 feet. Ceiling height shall be the clear vertical distance from the finished floor to the finished ceiling. No projections from the finished ceiling shall be less than 7 feet vertical distance from the finished floor, e.g., beams, lighting fixtures, sprinklers, pipe work.

(3) All stairway[s] and steps shall have handrails and nonslip treads.

(4) The floors shall have an easily cleanable surface.

(5) The premises and all buildings shall be free of insects and rodents of public health significance and conditions which attract, provide harborage and promote propagation of vermin.

(6) All poisonous compounds shall be easily identified, used with extreme caution and stored in such a manner as to prevent unauthorized use or possible contamination of food and drink.

(7) There shall be sufficient space provided for the storage of outdoor clothing, play equipment and instructional equipment. The space shall be easily accessible, well lighted, heated and ventilated.

(8) Schools shall be provided with windows sufficient in number, size and location to permit students to see to the outside. Windows are optional in special purpose instructional areas including, but not limited to, little theaters, music areas, multipurpose areas, gymnasiums, auditoriums, shops, libraries and seminar areas. No student shall occupy an instructional area without windows more than 50 percent of the school day.

(9) Exterior sun control shall be provided to exclude direct sunlight from window areas and skylights of instructional areas, assembly rooms and meeting rooms during at least 80 percent of the normal school hours. Each area shall be considered as an individual case. Sun control is not required for sun angles less than 42 degrees up from the horizontal. Exterior sun control is not required if air conditioning is provided, or special glass installed having a total solar energy transmission factor less than 60 percent.

[Statutory Authority: RCW 43.20.050. WSR 91-02-051 (Order 124B), recodified as § 246-366-050, filed 12/27/90, effective 1/31/91; WSR 82-07-015 (Order 225), § 248-64-260, filed 3/9/82; WSR 79-08-078 (Order 183), § 248-64-260, filed 7/26/79; Order 124, § 248-64-260, filed 3/18/76; Order 55, § 248-64-260, filed 6/8/71.]

WAC 246-366-060 Plumbing, water supply and fixtures. (1) Plumbing: Plumbing shall be sized, installed, and maintained in accordance with the state building code. However, local code requirements shall prevail, when these requirements are more stringent or in excess of the state building code.

(2) Water supply: The water supply system for a school shall be designed, constructed, maintained and operated in accordance with chapter 246-290 WAC.

(3) Toilet and handwashing facilities.

(a) Adequate, conveniently located toilet and handwashing facilities shall be provided for students and employees. At handwashing facilities soap and single-service towels shall be provided. Common use towels are prohibited. Warm air dryers may be used in place of single-service towels. Toilet paper shall be available, conveniently located adjacent to each toilet fixture.

(b) The number of toilet and handwashing fixtures in schools established in existing structures, previously designed or utilized for other purposes shall be in accordance with the state building code. However, local code requirements shall prevail, when these requirements are more stringent or in excess of the state building code.

(c) Toilet and handwashing facilities must be accessible for use during school hours and scheduled events.

(d) Handwashing facilities shall be provided with hot water at a maximum temperature of 120 degrees Fahrenheit. If hand

operated self-closing faucets are used, they must be of a metering type capable of providing at least ten seconds of running water.

(4) Showers:

(a) Showers shall be provided for classes in physical education, at grades 9 and above. An automatically controlled hot water supply of 100 to 120 degrees Fahrenheit shall be provided. Showers with cold water only shall not be permitted.

(b) Drying areas, if provided, shall be adjacent to the showers and adjacent to locker rooms. Shower and drying areas shall have water impervious nonskid floors. Walls shall be water impervious up to showerhead heights. Upper walls and ceiling shall be of smooth, easily washable construction.

(c) Locker and/or dressing room floors shall have a water impervious surface. Walls shall have a washable surface. In new construction, floor drains shall be provided in locker and dressing areas.

(d) If towels are supplied by the school, they shall be for individual use only and shall be laundered after each use.

[Statutory Authority: RCW 43.20.050. WSR 92-02-019 (Order 225B), § 246-366-060, filed 12/23/91, effective 1/23/92; WSR 91-02-051 (Order 124B), recodified as § 246-366-060, filed 12/27/90, effective 1/31/91; WSR 82-07-015 (Order 225), § 248-64-270, filed 3/9/82; WSR 79-08-078 (Order 183), § 248-64-270, filed 7/26/79; Order 124, § 248-64-270, filed 3/18/76; Order 55, § 248-64-270, filed 6/8/71.]

WAC 246-366-070 Sewage disposal. All sewage and waste water from a school shall be drained to a sewerage disposal system which is approved by the jurisdictional agency. On-site sewage disposal systems shall be designed, constructed and maintained in accordance with chapters 246-272 and 173-240 WAC. [Statutory Authority: RCW 43.20.050. WSR 92-02-019 (Order 225B), § 246-366-070, filed 12/23/91, effective 1/23/92; WSR 91-02-051 (Order 124B), recodified as § 246-366-070, filed 12/27/90, effective 1/31/91; WSR 82-07-015 (Order 225), § 248-64-280, filed 3/9/82; Order 55, § 248-64-280, filed 6/8/71.]

WAC 246-366-080 Ventilation. (1) All rooms used by students or staff shall be kept reasonably free of all objectionable odor, excessive heat or condensation.

(2) All sources producing air contaminants of public health importance shall be controlled by the provision and maintenance

of local mechanical exhaust ventilation systems as approved by the health officer.

[Statutory Authority: RCW 43.20.050. WSR 91-02-051 (Order 124B), recodified as § 246-366-080, filed 12/27/90, effective 1/31/91; WSR 80-03-044 (Order 192), § 248-64-290, filed 2/20/80; WSR 79-08-078 (Order 183), § 248-64-290, filed 7/26/79; Order 124, § 248-64-290, filed 3/18/76; Order 88, § 248-64-290, filed 10/3/73; Order 75, § 248-64-290, filed 7/11/72; Order 55, § 248-64-290, filed 6/8/71.]

WAC 246-366-090 Heating. The entire facility inhabited by students and employees shall be heated during school hours to maintain a minimum temperature of 65 degrees Fahrenheit except for gymnasiums which shall be maintained at a minimum temperature of 60 degrees Fahrenheit.

[Statutory Authority: RCW 43.20.050. WSR 91-02-051 (Order 124B), recodified as § 246-366-090, filed 12/27/90, effective 1/31/91; WSR 82-07-015 (Order 225), § 248-64-300, filed 3/9/82; Order 55, § 248-64-300, filed 6/8/71.]

WAC 246-366-100 Temperature control. Heating, ventilating and/or air conditioning systems shall be equipped with automatic room temperature controls.

[Statutory Authority: RCW 43.20.050. WSR 91-02-051 (Order 124B), recodified as § 246-366-100, filed 12/27/90, effective 1/31/91;

WSR 82-07-015 (Order 225), § 248-64-310, filed 3/9/82; Order 55, § 248-64-310, filed 6/8/71.]

WAC 246-366-110 Sound control. (1) In new construction, plans submitted under WAC 246-366-040 shall specify ventilation equipment and other mechanical noise sources in classrooms are designed to provide background sound which conforms to a noise criterion curve or equivalent not to exceed NC-35. The owner shall certify equipment and features are installed according to the approved plans.

(2) In new construction, the actual background noise at any student location within the classroom shall not exceed 45 dBA (Leg_x) and 70 dB (Leq_x) (unweighted scale) where $_x$ is thirty seconds or more. The health officer shall determine compliance with this section when the ventilation system and the ventilation system's noise generating components, e.g., condenser, heat pump, etc., are in operation.

(3) Existing portable classrooms, constructed before January 1, 1990, moved from one site to another on the same school property or within the same school district are exempt

from the requirements of this section if the portable classrooms meet the following:

(a) Noise abating or noise generating features shall not be altered in a manner that may increase noise levels;

(b) The portable classrooms were previously in use for general instruction;

(c) Ownership of the portable classrooms will remain the same; and

(d) The new site is in compliance with WAC 246-366-030(3).

(4) In new construction, the maximum ambient noise level in industrial arts, vocational agriculture and trade, and industrial classrooms shall not exceed 65 dBA when all fume and dust exhaust systems are operating.

(5) The maximum noise exposure for students in vocational education and music areas shall not exceed the levels specified in Table 1.

TABLE 1

MAXIMUM NOISE EXPOSURES PERMISSIBLE

Duration per day (hours)	Sound Level (dBA)
8 hours	85
6 hours	87

Duration per day (hours)	Sound Level (dBA)
4 hours	90
3 hours	92
2 hours	95
1-1/2 hours	97
1 hour	100
1/2 hour	105
1/4 hour	110

Students shall not be exposed to sound levels equal to or greater than 115 dBA.

(6) Should the total noise exposure in vocational education and music areas exceed the levels specified in Table 1 of subsection (5) of this section, hearing protectors, e.g., ear plugs, muffs, etc., shall be provided to and used by the exposed students. Hearing protectors shall reduce student noise exposure to comply with the levels specified in Table 1 of subsection (5) of this section.

[Statutory Authority: RCW 43.20.050. WSR 92-02-019 (Order 225B), § 246-366-110, filed 12/23/91, effective 1/23/92; WSR 91-02-051 (Order 124B), recodified as § 246-366-110, filed 12/27/90, effective 1/31/91; WSR 89-20-026 (Order 333), § 248-64-320, filed 9/28/89, effective 10/29/89; Order 124, § 248-64-320, filed 3/18/76; Order 88, § 248-64-320, filed 10/3/73; Order 55, § 248-64-320, filed 6/8/71.]

WAC 246-366-120 Lighting. (1) The following maintained light intensities shall be provided as measured 30 inches above the floor or on working or teaching surfaces. General, task and/or natural lighting may be used to maintain the minimum lighting intensities.

	Minimum Foot - Candle Intensity
General instructional areas including: Study halls, lecture rooms and libraries.	30
Special instructional areas where safety is of prime consideration or fine detail work is done including: Sewing rooms, laboratories (includes chemical storage areas), shops, drafting rooms and art and craft rooms.	50
Kitchen areas including: Food storage and preparation rooms.	30
Noninstructional areas including: Auditoriums, lunch rooms, assembly rooms, corridors, stairs, storerooms, and toilet rooms.	10
Gymnasiums: Main and auxiliary spaces, shower rooms and locker rooms.	20

(2) Excessive brightness and glare shall be controlled in all instructional areas. Surface contrasts and direct or indirect glare shall not cause excessive eye accommodation or eye strain problems.

(3) Lighting shall be provided in a manner which minimizes shadows and other lighting deficiencies on work and teaching surfaces.

[Statutory Authority: RCW 43.20.050. WSR 91-02-051 (Order 124B), recodified as § 246-366-120, filed 12/27/90, effective 1/31/91; WSR 82-07-015 (Order 225), § 248-64-330, filed 3/9/82; Order 124, § 248-64-330, filed 3/18/76; Order 55, § 248-64-330, filed 6/8/71.]

WAC 246-366-130 Food handling. (1) Food storage, preparation, and service facilities shall be constructed and maintained and operated in accordance with chapters 246-215 and 246-217 WAC.

(2) When central kitchens are used, food shall be transported in tightly covered containers. Only closed vehicles shall be used in transporting foods from central kitchens to other schools.

[Statutory Authority: RCW 43.20.050. WSR 92-02-019 (Order 225B), § 246-366-130, filed 12/23/91, effective 1/23/92; WSR 91-02-051 (Order 124B), recodified as § 246-366-130, filed 12/27/90, effective 1/31/91; Order 55, § 248-64-340, filed 6/8/71.]

WAC 246-366-140 Safety. (1) The existence of unsafe conditions which present a potential hazard to occupants of the school are in violation of these regulations. The secretary in cooperation with the state superintendent of public instruction shall review potentially hazardous conditions in schools which

are in violation of good safety practice, especially in laboratories, industrial arts and vocational instructional areas. They shall jointly prepare a guide for use by department personnel during routine school inspections in identifying violations of good safety practices. The guide should also include recommendations for safe facilities and safety practices.

(2) In new construction, chemistry laboratories shall be provided with an eyewash fountain and a shower head for flushing in cases of chemical spill and clothing fires. If more than one laboratory is provided, one of each fixture will be adequate if the laboratories are in close proximity.

[Statutory Authority: RCW 43.20.050. WSR 91-02-051 (Order 124B), recodified as § 246-366-140, filed 12/27/90, effective 1/31/91; Order 55, § 248-64-350, filed 6/8/71.]

WAC 246-366-150 Exemption. The board of health may, at its discretion, exempt a school from complying with parts of these regulations when it has been found after thorough investigation and consideration that such exemption may be made in an individual case without placing the health or safety of the students or staff of the school in danger and that strict

enforcement of the regulation would create an undue hardship upon the school.

[Statutory Authority: RCW 43.20.050. WSR 91-02-051 (Order 124B), recodified as § 246-366-150, filed 12/27/90, effective 1/31/91; WSR 82-07-015 (Order 225), § 248-64-360, filed 3/9/82; Order 55, § 248-64-360, filed 6/8/71.]

Effective August 1, 2024

WAC 246-366-160 Severability. If any provision of this chapter or its application to any person or circumstance is held invalid, the remainder of the chapter or the application of the provision to other persons or circumstances is not affected.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366-160, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

Chapter 246-366A WAC

ENVIRONMENTAL HEALTH AND SAFETY STANDARDS FOR PRIMARY AND SECONDARY SCHOOLS

Last Update: 7/19/23

WAC

Effective August 1, 2024

WAC 246-366A-001 Introduction and purpose. (1) The purpose of this chapter is to replace chapter 246-366 WAC with a more modern set of minimum environmental health and safety

standards for school facilities to promote healthy and safe school environments.

(2) Implementation of this chapter is subject to the state legislature providing funding to public schools in accordance with section 222 of the 2009-11 biennial operating budget, chapter 564, laws of 2009, and may be subject to future legislative requirements. Unless and until legislative action allows for full or partial implementation of this chapter, chapter 246-366 WAC shall take precedent and this chapter shall not be implemented or enforced in any manner.

(3) It is the intent of the Washington state board of health to work with the legislature to develop a strategy and timeline for funding and implementation of this chapter.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-001, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-003 Implementation. (1) Implementation of this chapter, in whole or in part, requires one or more of the following actions:

(a) Authorization of expenditures in the Omnibus Appropriations Act for the expressed purpose of funding implementation for public schools;

(b) Repeal, modification or expiration of statutory restrictions on implementation; or

(c) Enactment of any statute or resolution authorizing implementation.

(2) The state board of health shall amend as necessary any order adopting this chapter, filed in accordance with RCW 34.05.060, and any effective dates listed therein to ensure no portion of this rule is implemented at a time and in a manner prohibited by the legislature.

(3) Before implementing this rule, in whole or in part, the state board of health, in addition to filing an amended rule making order for publication in the *Washington State Register*, shall provide notice of implementation.

(a) The notice shall identify the action taken by the legislature that allows for implementation, the section or sections of chapter 246-366A WAC being implemented as a result of that action, the effective date or dates for each section or sections, the corresponding section or sections of chapter 246-366 WAC that will be superseded or repealed, and a brief explanation of significant differences between the requirements of this chapter that are being implemented and the corresponding requirements of chapter 246-366 WAC.

(b) The state board of health shall maintain a roster of interested persons and shall send an electronic copy of the notice to each person on the roster as well as to the following agencies and organizations:

(i) The Washington state code reviser;

(ii) The Washington state department of health;

(iii) The Washington state office of superintendent of public instruction;

(iv) Washington state local health jurisdictions;

(v) Washington state professional associations representing school officials;

(vi) The Washington federation of independent schools;

(vii) Washington state labor organizations representing school employees;

(viii) The Washington state association of local public health officials;

(ix) The Washington state PTA; and

(x) The Washington state legislature through the chairs of the fiscal, health, and education committees of both houses.

(c) The office of superintendent of public instruction shall forward, to the extent possible, the notice of implementation electronically to school districts and approved private schools.

(4) The state board of health shall maintain a web page showing the sections of this chapter that have been or are scheduled to be implemented, their effective dates, and the corresponding sections of chapter 246-366 WAC that have been or will be superseded or repealed.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-003, filed 12/22/09,

5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-005 Applicability. (1) To the extent implemented in accordance with legislative action, this chapter, or such portions thereof funded or approved as part of a phase-in or partial implementation, shall apply to all school facilities operated for the primary purpose of providing education at the kindergarten through twelfth grade (K-12) levels, and preschools that are part of such facilities except:

(a) Private residences used for home-based instruction as defined by RCW 28A.225.010(4);

(b) Facilities hosting educational programs where educational instruction is not a primary purpose, including, but not limited to, detention centers, jails, hospitals, mental health units, or long-term care facilities;

(c) Private facilities where tutoring is the primary purpose; and

(d) Public or private postsecondary education facilities providing instruction to students primarily enrolled in secondary school.

(2) These rules are in addition to all other requirements that apply to schools and, except as specified, do not affect the applicability of those requirements.

(3) Additional environmental health and safety rules that apply to school facilities include, but are not limited to:

(a) Chapter 246-215 WAC Food services;

(b) Chapter 246-217 WAC Food worker cards;

(c) Chapter 246-260 WAC Water recreation facilities;

(d) Chapter 246-262 WAC Recreational water contact facilities;

(e) Chapter 246-272A WAC On-site sewage systems;

(f) Chapter 246-272B WAC Large on-site sewage system regulations;

(g) Chapter 246-290 WAC Public water supplies; and

(h) Chapter 246-291 WAC Group B public water systems.

(4) This chapter, or portions thereof, are intended to replace or supersede chapter 246-366 WAC, or corresponding

portions thereof as identified by the state board of health, once the legislature has provided funding for implementation by public schools or taken other action to authorize implementation.

(5) These rules are not intended to replace or supersede the department of labor and industries' authority and jurisdiction over employee safety and health.

(6) These rules are not intended to replace requirements of the building code council under Title 51 WAC, but may be more stringent to protect health and safety.

(7) For a school undergoing an alteration or addition, WAC 246-366A-040, 246-366A-060, 246-366A-090, 246-366A-100, 246-366A-110, 246-366A-120, 246-366A-150, and 246-366A-160 apply only to:

(a) Areas that are part of the addition;

(b) Areas undergoing alteration; and

(c) Changes to existing building systems, such as heating and ventilation systems, when those changes are included in construction documents or a building permit application describing the alteration or addition.

(8) If the local permitting jurisdiction received a complete building permit application for school construction prior to the effective date of any construction-related requirements of this chapter, the construction-related requirements of chapter 246-366 WAC and this chapter in effect at the time of application apply.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-005, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-010 Definitions. The following definitions apply to these rules:

(1) "Addition" means an extension or increase in floor area or height of a building or structure.

(2) "Air contaminants of public health importance" means pollutants in the indoor air that could, depending on dose and circumstances, have health impacts, including but not limited to:

(a) Volatile organic compounds, for example, formaldehyde and benzene;

(b) Combustion by-products, for example, carbon monoxide and nitrogen oxides;

(c) Vapors and gases, for example, chlorine, mercury, and ozone;

(d) Heavy metal dusts and fumes, for example, chromium and lead; and

(e) Particulates, for example, wood and ceramic dust.

(3) "Alteration" means any construction or renovation to an existing structure other than repair or addition.

(4) "Construction" or "construction project" means any activity subject to state or local building codes.

(5) "Construction documents" means written, graphic, and pictorial documents prepared or assembled for describing the design, location, and physical characteristics of the elements of a project necessary for obtaining a building permit.

(6) "Contaminant" means any hazardous material that occurs at greater than natural background levels.

(7) "Decibel (dB)" means a standard unit of measurement of sound pressure.

(8) "Decibel, A-weighted (dBA)" means a decibel measure that has been weighted in accordance with the A-weighting scale. The A-weighting adjusts sound level as a function of frequency to correspond approximately to the sensitivity of human hearing.

(9) "Department" means the Washington state department of health.

(10) "Drinking fountain" means the type of plumbing fixture that delivers a stream of water for drinking without actively cooling the water.

(11) "Emergency eye wash" means a hands-free device that:

(a) Irrigates and flushes both eyes simultaneously with tepid potable water;

(b) Activates an on-off valve in one second or less and remains on without user assistance until intentionally turned off; and

(c) Delivers at least 0.4 gallons (1.5 liters) of water per minute for at least fifteen minutes.

(12) "Emergency shower" means a hand-activated shower that delivers tepid potable water to cascade over the user's entire body at a minimum rate of 20 gallons (75 liters) per minute for at least fifteen minutes.

(13) "Equivalent sound level (L_{eq})" means the level of a constant sound that, over a given time period, contains the same amount of sound energy as the measured fluctuating sound.

(14) "Faucet" means a type of plumbing fixture that is a valved outlet device attached to a pipe that normally serves a sink or tub and can discharge hot water, cold water, or both.

(15) "First draw sample" means a water sample collected immediately upon opening a plumbing fixture that has not been used for at least eight hours prior to collection.

(16) "Flush sample" means a water sample collected after allowing cold water to run for at least thirty seconds from a plumbing fixture that has not been used for at least eight hours prior to collection.

(17) "Foot-candle" means a unit of measure of the intensity of light falling on a surface, equal to one lumen per square foot.

(18) "Hazardous materials" means toxic, corrosive, flammable, explosive, persistent, or chemically reactive substances that, depending on dose and circumstances, pose a threat to human health.

(19) "Imminent health hazard" means a significant threat or significant danger to health or safety that requires immediate action to prevent serious illness, injury, or death.

(20) "Implementation" or "implemented" means being given or having the force of law, requiring compliance, and being subject to enforcement.

(21) "Laboratory" means instructional areas of the school facility where students might be exposed to greater potential health and safety hazards than typically exist in general academic classrooms. Such laboratories may include, but are not limited to, chemistry, physics, material science, and biology laboratories or art studios (for example: Darkrooms, ceramic studios, and print making studios).

(22) "Local board of health" means the county or district board of health as defined in RCW 70.05.010(3).

(23) "Local health officer" means the legally qualified physician who has been appointed as the health officer for the county or district public health department as defined in RCW 70.05.010, or his or her authorized representative, including, but not limited to, the environmental health director.

(24) "Mechanical exhaust ventilation" means the removal of indoor air to the outside of the building by mechanical means.

(25) "Noise criterion (NC)" means a system for rating the noise level in an occupied area by comparing actual or calculated sound level spectra with a series of established octave band spectra.

(26) "Noise criterion 35 (NC35)" means the curve for specifying the maximum permissible sound pressure level for each frequency band.

(27) "Preschool" means an instructional curriculum and portion of a school facility designed to instruct children not old enough to attend kindergarten.

(28) "Portable" means any relocatable structure that is transported to a school site and is placed or assembled there for use by students as part of a school facility.

(29) "Repair" means the reconstruction or renewal of any part of an existing school facility for the purpose of its maintenance.

(30) "School" means any public, religious-affiliated, or private institution for instructing students in any grade from kindergarten through twelfth grade.

(31) "School board" means an appointed or elected board whose primary responsibility is to operate schools or to contract for school services and includes the governing body or owner of a private school.

(32) "School facility" means buildings or grounds owned or leased by the school or donated to the school for the primary purpose of student use including, but not limited to, portables, playgrounds and sports fields.

(33) "School officials" means those persons designated by the school board as responsible for planning, policy development, budgeting, management, or other administrative functions.

(34) "Shop" means instructional areas of the school facility where students are exposed to greater health and safety

hazards than typically exist in general academic classrooms. Shops include, but are not limited to, industrial and agricultural shops, including career and technical education (for example: Metal-working, wood-working, construction, automotive, and horticulture).

(35) "Site" means any real property used or proposed to be used as a location for a school facility.

(36) "Source capture system" means a mechanical exhaust system designed and constructed to capture air contaminants at their source and release air contaminants to the outdoor atmosphere.

(37) "Tempered water" means water having a temperature range between eighty-five degrees Fahrenheit and one hundred ten degrees Fahrenheit.

(38) "Tepid water" means water having a temperature range between sixty degrees Fahrenheit and ninety-five degrees Fahrenheit.

(39) "Toxic" means having the properties to cause or significantly contribute to death, injury, or illness.

(40) "Variance" means an alternative to a specific requirement in these rules, approved by the local health officer, that provides a comparable level of protection.

(41) "Very low lead plumbing fixture" means plumbing fittings or fixtures used in the installation or repair of any plumbing providing water for human consumption that contain less than 0.3% lead by weight.

(42) "Water cooler" means a type of mechanical plumbing fixture that actively cools the water.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-010, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-015 Guidance. (1) The department, in cooperation with the office of superintendent of public instruction, shall:

(a) Update the *Health and Safety Guide for K-12 Schools in Washington* (the guide) at least every four years; and

(b) Make the guide available on the department's website.

(2) The guide is the primary source of guidance for local health officers and school officials implementing these rules. [Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-015, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-020 Responsibilities—General. (1) Responsibilities of school officials. School officials shall:

(a) Maintain conditions within the school environment that will not endanger health and safety.

(b) Identify, assess, and mitigate or correct environmental health and safety hazards in their school facilities, establish necessary protective procedures, use appropriate controls, and take action to protect or separate those at risk from identified hazards, consistent with the level of risk presented by the specific hazard, until mitigation or correction is complete.

(c) When conditions are identified that pose an imminent health hazard:

(i) Take immediate action to mitigate hazards and prevent exposure;

(ii) Promptly notify the local health officer; and

(iii) Promptly inform school facility staff, students, and parents about the conditions and actions taken in response.

(d) Retain for at least six years, unless otherwise required by other state or federal laws, records pertaining to:

(i) Health and safety inspections of the school facilities, including the final report findings, correction schedules established in consultation with the local health officer, and recommended actions;

(ii) Imminent health hazards identified under this section and WAC 246-366A-190, and actions taken in response;

(iii) Site assessment, review, and approval as required under WAC 246-366A-030;

(iv) Construction project plan review and approval as required under WAC 246-366A-040; and

(v) Playground plan review and approval as required under WAC 246-366A-150.

(e) Have the records described in this subsection available to the public, except where otherwise provided by applicable public disclosure law.

(f) Prepare a report to the public and the school board at least annually about environmental health and safety conditions in the schools. The report must include an explanation of:

(i) Variances obtained from the local health officer regarding requirements of these rules;

(ii) Dates of environmental health and safety inspections conducted under requirements of these rules and any deficiencies not corrected within the time frame established by the local health officer in accordance with subsection (2) of this section;

(iii) Any imminent health hazards identified; and

(iv) A method for school officials to receive public comment about the report.

(2) Responsibilities of the local health officer.

(a) Except as provided in (b) of this subsection, the local health officer shall:

(i) Periodically conduct an environmental health and safety inspection of each school facility within his or her jurisdiction. Beginning one year after the effective date of this section, those inspections must be conducted at least once each year.

(ii) Notify school officials at the time of discovery or immediately following the inspection if conditions that pose an imminent health hazard are identified, and recommend actions to mitigate the hazards and prevent exposure.

(iii) Consult with school officials upon completion of the inspection about findings and recommended follow-up actions and, if necessary, develop a correction schedule. Approaches and timelines used to address noncompliant conditions will depend on the level of risk to health and safety presented by the condition, and may include consideration of low-cost alternatives.

(iv) Develop draft and final inspection reports, in consultation with school officials, within sixty days after conducting an inspection. The report must include inspection

findings related to this rule and any required correction schedule.

(v) Confirm, as needed, that corrections are accomplished.

(vi) Retain for at least six years, unless otherwise required by other state or federal laws, records pertaining to:

(A) Health and safety inspections of the school facilities performed by the local health officer, including, but not limited to, the final inspection report and correction schedules; and

(B) Imminent health hazards identified under this section and WAC 246-366A-190, and local health officer actions taken in response.

(vii) Have the records described in this subsection available to the public, except where otherwise provided by applicable public disclosure law.

(b) The local health officer may allow a school official or qualified designee to conduct a required inspection under a program approved by the local health officer not more than two out of every three years. The program must include provisions for:

(i) Assuring that the school official or designee conducting the inspection has attended training in the standards, techniques, and methods used to conduct an environmental health and safety inspection;

(ii) Completing a standardized checklist at each inspection;

(iii) Providing a written report to the local health officer about the findings of the inspection;

(iv) Notifying the local health officer regarding any identified imminent health hazards and coordinating with the local health officer to mitigate hazards and prevent exposure; and

(v) Consulting with the local health officer on follow-up and corrective actions needed to address noncompliant conditions that do not pose an imminent health hazard.

(3) Responsibilities of the department.

(a) The department shall:

(i) Report to the state board of health once every three years. The report must include a summary of:

(A) Variances granted by local health officers; and

(B) Status of local rule implementation.

(ii) Make technical assistance and training available to local health jurisdictions, educational service districts, school districts, and school personnel for implementation of these rules, including:

(A) Inspection techniques and procedures;

(B) Inspection materials and checklists;

(C) Variance request evaluations; and

(D) Model environmental health and safety programs for schools and local health jurisdictions.

(b) The department, at the request of the local health officer, may assist in investigating environmental health and safety incidents at schools.

(c) Establish a school rule technical advisory committee to help promote consistent statewide interpretation and implementation of these rules.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-020, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-030 Site assessment, review, and approval. (1) A full site assessment and local health officer review and approval to determine environmental health and safety risk, is required for:

(a) Constructing a new school facility on a site that was previously undeveloped or developed for other purposes; or

(b) Converting an existing structure for primary use as a school facility.

(2) The local health officer shall determine, in consultation with school officials, the need for and scope of the site assessment, review, and approval process for:

(a) Constructing a new school facility on an existing school site;

(b) Constructing an addition to an existing school facility; or

(c) Converting part of an existing structure primarily used for other purposes into a school facility.

(3) A full site assessment must include:

(a) A Phase 1 Environmental Site Assessment (ESA) that meets the requirements of the *American Society for Testing and Materials (ASTM) Standard #1527-05* (published November 2005);

(b) Sampling and analysis of potential contaminants if the Phase 1 ESA indicates that hazardous materials may be present. Sampling and analysis must comply with applicable rules of the Washington state department of ecology;

(c) A noise assessment. Noise from any source must not exceed an hourly average of 55 dBA (the mean sound energy level for a specified time ($Leq_{60\ minutes}$)) and must not exceed an hourly maximum (the maximum sound level recorded during a specified time period (Lmax)) of 75 dBA during the time of day the school is in session. Sites exceeding these sound levels are acceptable if a plan for noise reduction is included in the new construction proposal and the plan for noise reduction is approved by the local health officer.

(4) School officials shall:

(a) Notify the local health officer within ninety days of starting preliminary planning for school construction that may

require a site assessment with local health officer review and approval.

(b) Consult with the local health officer throughout the plan development phase regarding the scope of the site assessment and the timeline for completion of the site assessment.

(c) Have a site assessment completed when required under this section.

(d) Submit a written report to the local health officer assessing the potential impact of health and safety risks presented by the proposed site, including, but not limited to the following:

(i) The findings and results obtained under subsection (3) of this section;

(ii) Analysis of the findings;

(iii) Description of any mitigation proposed to address identified health and safety risks present at the site; and

(iv) Any site assessment-related information requested by the local health officer to complete the site assessment review and approval process.

(e) Obtain site review and written site approval from the local health officer when required under subsection (1) or (2) of this section.

(5) The local health officer shall:

(a) Conduct an inspection of the proposed site;

(b) Review the site assessment for environmental health and safety risk;

(c) For site assessments according to subsection (1) of this section, provide written approval, describe site deficiencies needing mitigation to obtain approval, or deny use of the proposed school facility site within sixty days of receiving a complete request unless the school officials and the local health officer agree to a different timeline; and

(d) For site assessments according to subsection (2) of this section, provide written approval or describe site deficiencies needing mitigation to obtain approval of the proposed school facility site within sixty days of receiving a complete request unless the school officials and the local health officer agree to a different timeline.

(6) If school officials notified the local health officer in writing prior to the effective date of this section that construction is planned for a particular site, the site review requirements in effect at the time of notification apply, provided that school officials comply with all agreed on timelines for completion.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-030, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-040 Construction project review. (1) The following school facility construction projects must be reviewed by the local health officer:

(a) Construction of a new school facility;

(b) Schools established in all or part of any existing structures previously used for other purposes;

(c) Additions or alterations consisting of more than five thousand square feet of floor area or having a value of more

than ten percent of the total replacement value of an existing school facility;

(d) Any construction of a shop or laboratory for use by students; and

(e) Installation of a portable.

(2) Review and approval requirements for installation of a playground are established in WAC 246-366A-150.

(3) School officials shall:

(a) Consult with the local health officer during preliminary planning for school construction projects that are subject to the requirements of this section;

(b) Invite the local health officer to a predevelopment conference with school officials and project design professionals to participate in the discussion about the preliminary design to highlight health and safety matters and requirements of these rules;

(c) Obtain construction project review and written approval from the local health officer regarding environmental health and safety requirements in these rules before starting construction;

(d) Provide construction documents to the local health officer at the same time as the local building official to facilitate a concurrent and timely review; and

(e) Provide additional documents requested by the local health officer, which may include, but are not limited to, written statements signed by the project's licensed professional engineer verifying that design elements comply with requirements specified by these rules.

(4) The local health officer shall:

(a) Consult with school officials and determine what is required for plan review and approval;

(b) Review construction documents to confirm that the health and safety requirements of these rules are met;

(c) Identify and request any additional documents required to determine compliance with requirements specified by these rules; and

(d) Provide written approval, or describe plan deficiencies needing change to obtain approval, of the construction project within sixty days of receiving all documents needed to complete

the review, unless the school officials and the local health officer agree to a different timeline.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-040, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-050 Preoccupancy inspection of construction projects. (1) School officials shall:

(a) Obtain a preoccupancy inspection by the local health officer of construction projects subject to WAC 246-366A-040(1), conducted in coordination with a final inspection by the local building official, in order to ensure imminent health hazards are corrected before allowing school facilities to be occupied; and

(b) Notify the local health officer at least five business days before a desired preoccupancy inspection.

(2) The local health officer:

(a) Shall coordinate all construction-related inspections with the on-site project manager or other appropriate person identified by school officials.

(b) May inspect for compliance with these rules during the construction phase.

(c) Shall conduct a preoccupancy inspection for construction projects subject to WAC 246-366A-040(1) to verify compliance with these rules before the building is occupied and not more than five business days after the date requested by school officials or as otherwise agreed to by the school officials and the local health officer.

(i) If an imminent health hazard is identified, a solution must be identified and agreed to by school officials, the local health officer, and the local building official and implemented by school officials before the affected portion of the building is occupied.

(ii) If other conditions of noncompliance with these rules are identified, school officials shall be provided with a written list of items and consulted in developing a correction schedule, based on the level of risk to health and safety.

(d) May reinspect to confirm satisfactory correction of the items identified under (c) of this subsection.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-050, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-060 General construction requirements.

School officials shall:

(1) Design school facilities to minimize conditions that attract, shelter, and promote the propagation of insects, rodents, bats, birds, and other pests of public health significance. This subsection does not mandate the installation of window screens nor does it prohibit the installation of retention ponds or rain gardens.

(2) Design school facilities with windows in sufficient number, size, and location to enable students to see outside at least fifty percent of the school day. Windows are optional in special purpose instructional areas including, but not limited

to, theaters, music areas, multipurpose areas, gymnasiums, auditoriums, shops, laboratories, libraries, and seminar areas.

(3) Provide sun control to exclude direct sunlight from window areas and skylights of instructional areas, assembly rooms and meeting rooms during at least eighty percent of the normal school hours. Each area must be considered as an individual case. Sun control is not required for sun angles less than forty-two degrees up from the horizontal. Sun control is not required if air conditioning is provided or special glass is installed having a total solar energy transmission factor less than sixty percent.

(4) Provide surfaces on steps that reduce the risk of injury caused by slipping.

(5) Provide floors throughout the school facility that are appropriate for the intended use, easily cleanable and can be dried effectively to inhibit mold growth. These floor materials include, but are not limited to, wood, vinyl, linoleum, and tightly woven carpets with water impervious backing.

(6) Provide reasonably sufficient space for the storage of play equipment, instructional equipment, and outdoor clothing.

The space must be reasonably accessible, lighted, and ventilated.

(7) Provide measures to reduce potential injury from fall hazards, including but not limited to, retaining walls; performance arts stages and orchestra pits; balconies; mezzanines; and other similar areas of drop-off to a lower floor.

(8) Provide the following items for health rooms, if health rooms are provided:

(a) The means to visually supervise and provide privacy of room occupants;

(b) Surfaces that can be easily cleaned and sanitized;

(c) A handwashing sink in the room;

(d) An adjoining restroom; and

(e) Mechanical exhaust ventilation so that air does not flow from the health room to other parts of the school facility.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-060, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-065 General operation and maintenance requirements. School officials shall:

(1) Keep school facilities clean and in good condition.

(2) Mitigate any environmental health and safety hazards.

(3) Control conditions that attract, shelter, and promote the propagation of insects, rodents, bats, birds, and other pests of public health significance. This subsection does not mandate the routine installation of window screens nor does it prohibit the proper operation of retention ponds or rain gardens.

(4) Label, use, store and dispose of hazardous materials to:

(a) Prevent health and safety hazards;

(b) Keep incompatible substances apart from each other;

(c) Prevent unauthorized access and use; and

(d) Follow procedures according to material safety data sheet instructions.

(5) Select supplies and methods of use that reduce exposure to hazardous materials.

(6) Allow only those hazardous materials in schools that they have approved for use. Types of commercial products that might contain hazardous materials include, but are not limited to, cleaners, sanitizers, maintenance supplies, pesticides, herbicides, and instruction-related supplies.

(7) Safely store play equipment, instructional equipment, and outdoor clothing where reasonably accessible.

(8) Use products that comply with American National Standards Institute/National Sanitation Foundation (ANSI/NSF) Standard 61 (2007) to coat, line, seal, or patch drinking water contact surfaces, if the interior of water piping or plumbing fixtures is coated or lined.

(9) Immediately clean and sanitize the contaminated area and prevent human exposure when sewage backups occur.

(10) Notify the local health officer when sewage backups:

(a) Result from failure of an on-site sewage system serving the school facility;

(b) Impact student use areas outside restrooms; or

(c) Occur in a food preparation, food storage, or food service area.

(11) Allow upholstered furniture, such as couches and overstuffed chairs, in school facilities only if the furniture has been purchased or approved by school officials.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-065, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-070 Moisture control, mold prevention, and remediation. School officials shall:

(1) Visually monitor the school facility for water intrusion and moisture accumulation that may lead to mold growth, especially after severe weather events.

(2) Begin corrective action within twenty-four hours of discovering water intrusion or moisture accumulation to inhibit and limit mold growth by:

(a) Identifying and eliminating the cause of the water intrusion or moisture accumulation; and

(b) Drying the affected portions of the school facility.

(3) When mold growth is observed or suspected, use recognized remediation procedures such as those provided by the Environmental Protection Agency (Mold Remediation in Schools and Commercial Buildings, EPA 402-K-01-001, March 2001). Begin recognized procedures within twenty-four hours to:

(a) Identify and eliminate the cause of the moisture or water contributing to the mold growth;

(b) Dry the affected portions of the school facility;

(c) Investigate the extent of the mold growth, including evaluation of potentially affected materials and surfaces inside walls and under floor coverings, when moisture or water has entered those spaces;

(d) Minimize exposure to indoor mold spores and fragments until mold remediation is complete using methods including, but not limited to, containment and negative air pressure; and

(e) Remediate surfaces and materials contaminated with mold.

(4) When remediation is required under subsection (3) of this section and there is significant risk of exposure, including when the total area affected is greater than ten

square feet, promptly inform school facility staff, students, and parents of the conditions and the plans and time frame for the remediation. The extent of this communication will depend on the likelihood of individual exposure, the scope of the remediation project, and the time required to complete it. [Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-070, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-080 Safety—Animals in school facilities. (1) School officials shall allow in school facilities only those animals, other than service animals, approved under written policies or procedures.

(2) School officials shall develop written policies or procedures for any animals allowed in school facilities to prevent:

(a) Injuries caused by wild, dangerous, or aggressive animals;

(b) Spread of diseases from animals known to commonly carry diseases including, but not limited to, rabies, psittacosis, and salmonellosis;

(c) Allergic reactions;

(d) Exposure to animal wastes; and

(e) Handling animals or their bedding without proper handwashing afterward.

(3) Written policies or procedures required under subsection (2) of this section shall address service animals in the school facility that are not well behaved or present a risk to health and safety.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-080, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-090 Heating and ventilation—Construction requirements. School officials shall:

(1) Provide mechanical exhaust ventilation that meets or exceeds the requirements in chapter 51-52 WAC at locations

intended for equipment or activities that produce air contaminants of public health importance.

(2) Situate fresh air intakes away from building exhaust vents and other sources of air contaminants of public health importance in a manner that meets or exceeds the requirements in chapter 51-52 WAC. Sources of air contaminants include bus and vehicle loading zones, and might include, but are not limited to, parking areas and areas where pesticides or herbicides are commonly applied.

(3) Use materials that will not deteriorate and contribute particulates to the air stream if insulating the interior of air handling ducts. Insulation materials must be designed to accommodate duct cleaning and exposure to air flow without deteriorating. This subsection does not apply if the local permitting jurisdiction received a complete building permit application within three years after the effective date of this section.

(4) Use ducted air returns and not open plenum air returns consisting of the open space above suspended ceilings. This subsection does not apply to:

(a) Alterations to school facilities;

(b) Additions to school facilities that tie into existing ventilation systems that use open plenum air returns; or

(c) Facilities for which the local permitting jurisdiction received a complete building permit application within three years after the effective date of this section.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-090, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-095 Heating and ventilation—Operation and maintenance requirements. School officials shall:

(1) Heat occupied areas of school buildings during school hours and school-sponsored events to maintain a minimum temperature of sixty-five degrees Fahrenheit except for gymnasiums and hallways, which must be maintained at a minimum temperature of sixty degrees Fahrenheit.

(2) Ventilate occupied areas of school buildings during school hours and school-sponsored events. During periods of ventilation:

(a) For school facilities constructed or sited under a building permit for which the local permitting jurisdiction received a completed building permit application on or after the effective date of this section, provide, as a minimum, outdoor air according to WAC 51-52-0403, Table 403.3, Required Outdoor Ventilation Air.

(b) For school facilities constructed or sited under a building permit for which the local permitting jurisdiction received a completed building permit application before the effective date of this section, conduct standard operation and maintenance best practices including, but not limited to, making timely repairs, removing obstructions, and replacing filters and fan drive belts, and setting system controls so that, to the extent possible given the design of the ventilation system, outdoor air is provided consistent with WAC 51-52-0403, Table 403.3, Required Outdoor Ventilation Air.

(3) Use and maintain mechanical exhaust ventilation installed for equipment or activities that produce air contaminants of public health importance or moisture.

(4) Limit student exposure to air contaminants of public health importance produced by heat laminators, laser printers, photocopiers, and other office equipment by placing such equipment in appropriately ventilated spaces and providing instruction to users on how to operate and maintain equipment as recommended by the manufacturer.

(5) Take preventive or corrective action when pesticides, herbicides, or air contaminants of public health importance are likely to be drawn or are drawn into the building or ventilation system.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-095, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-100 Noise control—Construction requirements.

(1) School officials shall design ventilation equipment and

other mechanical noise sources in classrooms to provide background sound which conforms to a noise criterion curve or equivalent not to exceed NC-35. School officials shall certify, or hire the appropriate person to certify, that ventilation equipment and other mechanical noise sources that have been installed meet the NC-35 noise criterion design standard.

(2) Portable classrooms constructed before January 1, 1990, moved within the same school property or within the same school district, are exempt from the requirements of this section if the portable classrooms meet all of the following criteria:

(a) Noise abating or noise generating features are not altered in a manner that may increase noise levels;

(b) The portable classrooms were previously in use for instruction;

(c) Ownership of the portable classrooms remains the same; and

(d) The new site meets the noise standard in WAC 246-366A-030 (3)(c).

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-100, filed 12/22/09,

5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-105 Noise control—Operation and maintenance requirements. School officials shall:

(1) Maintain the background noise at any student location within classrooms constructed after January 1, 1990, at or below 45 dBA (Leq_x) where $_x$ is 30 seconds or more. Background noise levels must be determined when the ventilation system and the ventilation system's noise generating components, such as the condenser and heat pump, are operating and the room is unoccupied by students.

(2) Maintain the background noise level at any student location in laboratories and shops with local exhaust ventilation systems constructed after January 1, 1990, at or below 65 dBA (Leq_x) where $_x$ is 30 seconds or more. Background noise levels must be determined when all ventilation equipment is operating and the room is unoccupied by students.

(3) Maintain noise exposure for students below the maximum levels in Table 1.

Table 1

Maximum Noise Exposures Permissible

Duration per day (hours)	Sound level (dBA)
8	85
6	87
4	90
3	92
2	95
1-1/2	97
1	100
1/2	105
1/4	110

(4) Not allow student exposure to sound levels equal to or greater than 115 dBA.

(5) Provide and require students to use personal protective equipment, for example ear plugs or muffs, where noise levels exceed those specified in Table 1. Personal protective equipment must reduce student noise exposure to comply with the levels specified in Table 1.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-105, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-110 Lighting—Construction requirements.

School officials shall equip school facilities with lighting systems designed to meet the requirements of WAC 246-366A-115. General, task or natural lighting may be used to achieve the minimum lighting intensities. Energy efficient lighting systems, lighting fixtures, or bulbs that meet the minimum lighting intensities in Table 2 of WAC 246-366A-115(1) may be used. [Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-110, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-115 Lighting—Operation and maintenance requirements. School officials shall:

(1) Provide light intensities that meet or exceed those specified in Table 2. General, task and/or natural lighting may be used to maintain the minimum lighting intensities. Energy efficient lighting systems, lighting fixtures, or bulbs that meet the minimum lighting intensities in Table 2 may be used.

Table 2

Lighting Intensities

Measured 30 inches above the floor or on working or teaching surfaces. Some lighting fixtures may require a start-up period before reaching maximum light output.	Minimum foot-candle intensity
General instructional areas, for example, study halls, lecture rooms, and libraries.	30
Special instructional areas where safety is of prime consideration or fine detail work is done, for example, family and consumer science laboratories, science laboratories (including chemical storage areas), shops, drafting rooms, and art and craft rooms.	50
Noninstructional areas, for example, auditoriums, lunch rooms, assembly rooms, corridors, stairs, storerooms, and restrooms.	10
Gymnasiums: Main and auxiliary spaces, shower rooms, and locker rooms.	20

(2) Control excessive brightness and glare in all instructional areas. Surface contrasts and direct or indirect glare must not cause excessive eye accommodation or eye strain problems.

(3) Provide lighting in a manner that minimizes shadows and other lighting deficiencies on work and teaching surfaces.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-115, filed 12/22/09,

5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-120 Restrooms and showers—Construction requirements. School officials shall:

(1) Provide shower facilities for grades nine and above for classes in physical education and for team sports. Showers must supply hot water between one hundred and one hundred twenty degrees Fahrenheit.

(2) Provide floor surfaces in shower areas that are water impervious, slip-resistant, and sloped to floor drains. Walls must be water impervious up to showerhead height. Upper walls and ceilings must have an easily cleanable surface.

(3) Locate drying areas, if provided, adjacent to showers and locker or dressing rooms. Walls and ceilings must have an easily cleanable surface and floor surfaces must be water impervious, slip-resistant, and sloped to floor drains.

(4) Provide locker or dressing rooms adjacent to showers or drying rooms. Walls and ceilings must have an easily cleanable surface. When drying areas are provided, floor surfaces in

locker or dressing rooms must be appropriate for the intended use, easily cleanable and dryable to effectively inhibit mold growth. When drying areas are not provided, locker or dressing room floor surfaces must be water impervious, slip-resistant, and sloped to floor drains.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-120, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-125 Restrooms and showers—Operation and maintenance requirements. School officials shall:

(1) Provide in each restroom:

(a) Toilet paper in each toilet stall;

(b) Single service handwashing soap near each handwashing sink; and

(c) Single-service towels or an adequate number of warm-air dryers. Common use towels are not allowed.

(2) Provide hot water to all handwashing plumbing fixtures at a maximum temperature of one hundred twenty degrees Fahrenheit.

(3) Provide tempered water for those handwashing plumbing fixtures that do not allow the user to select water temperature.

(4) Provide any hand operated, self-closing handwashing plumbing fixtures with the capability of providing at least ten seconds of running water.

(5) Provide access to restrooms when:

(a) School buildings are in use; or

(b) Outdoor facilities or athletic fields are in use for school-sponsored events. School officials are not required to provide access to restrooms when outdoor facilities and athletic fields are in use after school hours or on weekends unless it is a school-sponsored event.

(6) Provide access to shower facilities with hot water between one hundred and one hundred twenty degrees Fahrenheit for classes in physical education and school-sponsored sports teams at grades nine and above.

(7) When cloth towels are supplied by the school, provide them for individual use and launder them after each use. [Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-125, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-130 Water quality monitoring—Lead. (1) School officials shall:

(a) Sample plumbing fixtures that are regularly used for drinking or cooking.

(b) Use a laboratory to analyze all required water samples that is accredited by the department of ecology, or other appropriate agency if outside Washington state, according to EPA drinking water laboratory certification criteria.

(2) Water sampling protocols. School officials shall:

(a) Collect representative samples, according to the percentages required by subsections (3) and (4) of this section, from each type and age of plumbing fixture regularly used for drinking or cooking.

(i) For type of fixture, use at least the three types: Drinking fountains, water coolers and faucets.

(ii) For age of fixture, use at least two groupings: Those manufactured prior to 1999, and those manufactured since January 1, 1999.

(b) Sample as follows:

(i) Make sure cold water is the last to run through the fixture to be tested.

(ii) Allow water to sit in the plumbing system at least eight hours. No water may pass through the fixture during that time.

(iii) Place the 250 ml sample bottle under the faucet and open the cold water tap. Fill the bottle to the shoulder or the line marked "250 ml," turn off the water and cap the bottle tightly.

(3) Initial monitoring schedule for lead.

(a) School officials shall conduct initial monitoring by sampling fifty percent of the plumbing fixtures regularly used for drinking or cooking in elementary schools or used by preschool children in K-12 schools within one year after the

effective date of this section. This may be either from fifty percent of the fixtures in each school or from all of the fixtures in fifty percent of the schools within a district. School districts shall sample the remaining fifty percent of the fixtures within two years after the effective date of this section.

(b) School officials shall conduct initial monitoring by sampling at least twenty-five percent of each type and age of plumbing fixture, as specified under subsection (2)(a) of this section, regularly used by students for drinking or cooking in:

(i) Middle and junior high schools within three years after the effective date of this section; and

(ii) High schools within four years after the effective date of this section.

(c) School officials, with local health officer approval, may apply samples collected after September 1, 2003, toward meeting the initial monitoring requirement if all plumbing fixtures with lead results above 0.020 milligrams per liter or 20.0 parts per billion have been removed from service, or have

been or are being addressed according to subsection (5) of this section, and samples were:

(i) From plumbing fixtures regularly used for drinking or cooking; and

(ii) Collected consistent with subsection (2) of this section.

(4) Ongoing monitoring for lead.

(a) School officials shall repeat lead monitoring every five years, beginning within:

(i) Seven years after the effective date of this section for elementary schools;

(ii) Eight years after the effective date of this section for middle and junior high schools; and

(iii) Nine years after the effective date of this section for high schools.

(b) School officials shall use sampling protocols in subsection (2) of this section to collect samples in all schools from:

(i) No less than twenty-five percent of each type and age of plumbing fixture which is not a "very low lead" plumbing fixture; and

(ii) No less than ten percent of each type of plumbing fixture which is a "very low lead" plumbing fixture.

(c) Schools that are Group A public water systems are not required to do ongoing lead monitoring required by (a) of this subsection if the schools meet the lead monitoring requirements in chapter 246-290 WAC.

(5) Corrective actions. School officials shall:

(a) For all plumbing fixtures with sample results of lead above 0.020 milligrams per liter or 20.0 parts per billion, immediately shut off these fixtures or make them inoperable.

(b) For all plumbing fixtures of the same type and age as any fixture with results above 0.020 milligrams per liter or 20.0 parts per billion:

(i) Take immediate corrective action according to (a) of this subsection; or

(ii) Collect first draw samples within ten business days. Upon receipt of sample results, immediately shut off or make

inoperable all plumbing fixtures with results of lead above 0.020 milligrams per liter or 20.0 parts per billion.

(c) To provide drinking water at the location of these fixtures, take one or more of the following remedies:

(i) Bottled water. If bottled water is used, provide bottled water that is produced by a Washington state department of agriculture-approved bottling operation or out-of-state or international bottler whose product meets federal Food and Drug Administration regulations.

(ii) Manual flushing. Manual flushing may be used only as a temporary remedy. If manual flushing is used:

(A) Take flush samples from twenty-five percent of each type and age of the fixtures planned to be included in the flushing program to determine the flushing time necessary to reduce lead to below 0.020 milligrams per liter or 20.0 parts per billion. Start by following the sample collection protocol of first-draw samples described in subsection (2)(b) of this section with the addition of letting the water run for thirty seconds before filling the bottle.

(B) Open the tap of every fixture included in the flushing program every morning before the school facility opens and let the water run for the length of time established in (c)(ii)(A) of this subsection.

(iii) Automated flushing. If automated flushing is used, take samples from twenty-five percent of each type and age of the fixtures included in the flushing program to demonstrate that the automated system reduces lead to below 0.020 milligrams per liter or 20.0 parts per billion.

(iv) Fixture replacement. If individual plumbing fixtures are replaced:

(A) Precondition the new plumbing fixtures by running water through the fixture continuously for twenty-four hours; and

(B) Collect first draw samples after preconditioning and verify sample results of lead below 0.020 milligrams per liter or 20.0 parts per billion. If the preconditioned plumbing fixture does not yield a sample result below this level, (a) of this subsection applies.

(v) Treatment. Before treatment is used, submit an engineering project report to the department, per WAC 246-290-

110. Installation of treatment devices will result in the school's designation as a public water supply. School officials shall then ensure they comply with the Group A public water system rules and regulations, chapter 246-290 WAC and water works operator certification rules and regulations, chapter 246-292 WAC.

(6) Notification requirements. School officials shall:

(a) Notify school facility staff, students, parents, and the local health officer within five business days of the school officials receiving lead sampling results above 0.020 milligrams per liter or 20.0 parts per billion.

(b) Make all results available for review upon request. [Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-130, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-135 Water quality monitoring—Copper. (1) School officials shall collect water samples and have them tested for copper following the requirements of WAC 246-366A-130

(1) and (2)(b). The same water samples used for lead testing may be used for copper testing.

(2) School officials shall test water samples for copper from no less than twenty-five percent of each type and age of plumbing fixture regularly used for drinking or cooking.

(a) For type of fixture, use at least the three types: Drinking fountains, water coolers and faucets.

(b) For age of fixture, use at least two groupings: Those manufactured prior to 1999 and those manufactured since January 1, 1999.

(3) School officials shall complete water sampling of plumbing fixtures for copper in:

(a) Elementary schools within two years after the effective date of this section;

(b) Middle and junior high schools within three years after the effective date of this section; and

(c) High schools within four years after the effective date of this section.

(4) If school officials, with local health officer approval, include lead samples collected after September 1,

2003, toward meeting the initial monitoring requirement for lead, as specified in WAC 246-366A-130, they may wait to monitor those plumbing fixtures for copper until they conduct the next ongoing lead monitoring per WAC 246-366A-130(4).

(5) School officials, with local health officer approval, may include samples collected after September 1, 2003, toward meeting monitoring requirements if all plumbing fixtures with copper results above 1.30 milligrams per liter or 1300 parts per billion have been or are being addressed according to subsection (6) of this section, and the samples were:

(a) From plumbing fixtures regularly used for drinking and cooking; and

(b) Collected using the sampling protocol specified in WAC 246-366A-130 (2)(b).

(6) Corrective actions. For all plumbing fixtures with first draw sample results of copper above 1.30 milligrams per liter or 1300 parts per billion, school officials shall:

(a) Within five business days of getting sample results, consult with the department to develop a corrective action plan; and

(b) Implement the corrective action plan.

(7) Notification requirements. School officials shall:

(a) Notify staff, students and parents, and the local health officer within five business days of the school officials receiving copper sampling results above 1.30 milligrams per liter or 1300 parts per billion; and

(b) Make all results available for review upon request. [Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-135, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-140 Water quality monitoring—Other drinking water contaminants. The local health officer may require:

(1) Sampling of drinking water when public health concerns exist about drinking water contaminants other than lead or copper;

(2) Corrective actions in response to sampling results for other contaminants; and

(3) School officials to notify school facility staff, students and parents, and the local health officer about test results.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-140, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-150 Playgrounds—Construction and installation requirements. (1) School officials shall:

(a) Consult with the local health officer regarding playground review and approval requirements consistent with the scope of the project when proposing to:

(i) Install new playground equipment or fall protection surfaces;

(ii) Add new playground features or equipment to an existing playground; or

(iii) Modify, other than repair and maintain, existing playground equipment, features, or fall protection surfaces.

(b) If required by the local health officer after consultation:

(i) Provide playground plans and equipment specifications and any additional information the local health officer requests; and

(ii) Obtain plan review and written approval from the local health officer before installing, adding, or modifying playground equipment or fall protection surfaces.

(c) Install playground equipment, including used equipment, and fall protection surfaces:

(i) That meet the ASTM F 1487-01: Standard Consumer Safety Performance Specification for Playground Equipment for Public Use; and

(ii) In a manner that is consistent with the manufacturer's instructions and *Consumer Product Safety Commission Handbook for Public Playground Safety*, 2008.

(d) Prohibit the use of chromated copper arsenate or creosote treated wood to construct or install playground equipment, landscape structures, or other structures on which students may play.

(2) The local health officer shall:

(a) Consult with school officials to determine what is required for playground plan review and approval consistent with the scope of the project.

(b) If playground review and approval is required:

(i) Review playground plans and equipment specifications to confirm that the requirements of these rules are addressed;

(ii) Identify and request any additional documents required to complete the review;

(iii) Provide written approval or denial of the playground plans and equipment specifications within thirty days of receiving all documents needed to complete the review, unless the school officials and the local health officer agree to a different timeline; and

(iv) Verify that playground installation complies with requirements of this section.

(c) Coordinate all playground-related inspections with school officials.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-150, filed 12/22/09,

5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-155 Playgrounds—Operation and maintenance requirements. School officials shall:

(1) Monitor and operate playgrounds so that protective surfacing and use zones are maintained, and equipment is properly anchored and free of puncture, pinching, crushing, shearing, entanglement, and entrapment hazards.

(2) Prohibit the use of chromated copper arsenate or creosote treated wood to repair or maintain playground equipment, landscape structures, or other structures on which students may play.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-155, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-160 Laboratories and shops—Construction requirements. School officials shall:

(1) Provide an emergency eyewash fountain for each laboratory and shop where hazardous materials are used or eye irritants are produced.

(2) Provide an emergency shower for each laboratory where hazardous materials are used and the potential for chemical spills exists.

(3) Assure that all emergency eyewash fountains and showers have unobstructed access and are reachable within ten seconds.

(4) Provide handwashing and appropriate drying facilities in an easily accessible location in each laboratory and shop.

(5) Provide emergency shut-offs for gas and electricity connected to stationary machinery in laboratories and shops. Emergency shut-offs must:

(a) Be located in close proximity to the room exit door;

(b) Have unobstructed access; and

(c) Have signage readable from across the room for immediate identification during an emergency.

(6) Provide all stationary machinery in laboratories and shops with magnetic-type switches to prevent machines from

automatically restarting upon restoration of power after an electrical failure or activation of the emergency shut-off.

(7) Provide mechanical exhaust ventilation in hazardous material storerooms, and in laboratories and shops where equipment or activities may produce air contaminants of public health importance.

(8) When activities or equipment in laboratories or shops produce air contaminants of public health importance, provide an appropriate source capture system to prevent those contaminants from entering the student's breathing zone. These activities and equipment include, but are not limited to, spray painting, welding, pottery kilns, chemistry experiments, and wood-working.

(9) Design ventilation systems to operate so that air is not recirculated and does not flow from the laboratory or shop to other parts of the school facility. Open plenum air returns consisting of the space above suspended ceilings in laboratories and shops must not be used to recirculate air to other parts of the school facility.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-160, filed 12/22/09,

5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-165 Laboratories and shops—Operation and maintenance requirements. In laboratories and shops, school officials shall:

(1) Select, label, use, store and dispose of hazardous materials in accordance with WAC 246-366A-065.

(2) Prohibit use and storage of compounds that are:

(a) Considered shock-sensitive explosives, for example, picric acid, dinitro-organics, isopropyl ether, ethyl ether, tetrahydrofuran, dioxane; or

(b) Lethal at low concentrations when inhaled or in contact with skin, for example, pure cyanides, hydrofluoric acid, toxic compressed gases, mercury liquid and mercury compounds, and chemicals identified as the P-list under WAC 173-303-9903.

(3) Adopt safety procedures and processes for instructing students regarding the proper use of hazardous materials and equipment.

(4) Provide and require use of appropriate personal protective equipment when exposure to potential hazards might occur. Potential hazards include, but are not limited to hazardous material exposures, burns, cuts, and punctures.

(5) Provide situation-specific emergency and protective equipment during demonstrations with hazardous materials and with hazardous procedures. Examples of protective equipment include, but are not limited to, safety shields for eyes, protective gloves that are fire retardant and chemical resistant, respiratory protection, and fire extinguishers.

(6) Properly maintain laboratory and shop equipment and mechanical exhaust ventilation.

(7) Provide single-use soap and single-use towels or warm-air dryers at handwashing sinks.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-165, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-170 Variances. (1) School officials:

(a) May request a variance from requirements in these rules from the local health officer if they wish to use an alternative to meet the intent of these rules.

(i) The request for a variance must be in writing and describe:

(A) The specific requirement the variance is requested to replace;

(B) The alternative proposed to meet the specific requirement; and

(C) How the proposed alternative will provide at least a comparable level of protection as that provided by the specific requirement.

(ii) The request for a variance must include information as needed to support and clarify the request, such as material descriptions and specifications, engineering reports, photos, drawings, or sketches.

(b) May implement a variance only after obtaining approval from the local health officer.

(2) The local health officer shall:

(a) Initially review documents submitted with the request for a variance and inform school officials if additional information is required.

(b) Compare the health and safety aspects of the specific requirement being addressed and the variance proposal to determine if the proposal provides at least a comparable level of protection as that provided by the specific requirement.

(c) Provide written approval or denial of a request for a variance within sixty days of receiving a complete written request, unless school officials and the local health officer agree to a different timeline.

(d) Submit an annual written report to the department regarding all variance requests. The report must be submitted by March 1st of each year, beginning the third year after the effective date of this section, and cover the calendar period January through December of the previous year.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-170, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-175 Temporary emergency waivers for disaster situations. The local health officer may grant school officials an emergency waiver from some or all of the requirements in these rules for the temporary use of a facility or site as a school when the facility normally used by the school is not safe to be occupied due to a natural or man-made disaster. [Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-175, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-180 Appeals. Decisions or actions of the local health officer may be appealed to the local board of health in a manner consistent with their established procedure. [Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-180, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-190 Complaints. (1) School officials shall establish a written complaint process, if such a written process does not already exist. The complaint process must clearly describe the means for a person to file a written complaint concerning failure to comply with a provision of these rules that jeopardizes the health and safety of students. At a minimum, the process shall provide for:

(a) Promptly investigating all complaints;

(b) Correcting conditions not in compliance with these rules within an appropriate time frame given the level of risk to health and safety;

(c) Providing notification for imminent health hazards in accordance with WAC 246-366A-020;

(d) Promptly communicating with the complainant regarding the outcome of the investigation, and the actions and time frame proposed to address any verified conditions not in compliance with these rules; and

(e) Communicating with the local health officer about the outcome of complaint investigations referred to school officials by the local health officer.

(2) The local health officer who receives a complaint concerning failure to comply with a provision of these rules that jeopardizes the health and safety of students shall:

(a) Promptly inform school officials that a complaint was filed with the local health officer;

(b) Conduct a preliminary inquiry to determine if an imminent health hazard exists;

(c) Investigate the complaint in consultation with school officials if an imminent health hazard exists;

(d) Either refer the complaint to school officials or investigate the complaint in consultation with school officials if an imminent health hazard does not appear to exist; and

(e) Communicate with the complainant about the outcome of the complaint investigation.

[Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-190, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]

Effective August 1, 2024

WAC 246-366A-200 Severability. If any provision of this chapter or its application to any person or circumstance is held invalid, the remainder of the chapter or the application of the provision to other persons or circumstances is not affected. [Statutory Authority: RCW 43.20.050. WSR 10-01-174, 10-12-018, 11-10-080, 13-09-040, 15-09-070, 17-14-055, 19-14-107, 21-14-056, 22-14-021, and 23-16-005, § 246-366A-200, filed 12/22/09, 5/21/10, 5/3/11, 4/11/13, 4/15/15, 6/28/17, 7/2/19, 7/1/21, 6/24/22, and 7/19/23, effective 8/1/24.]