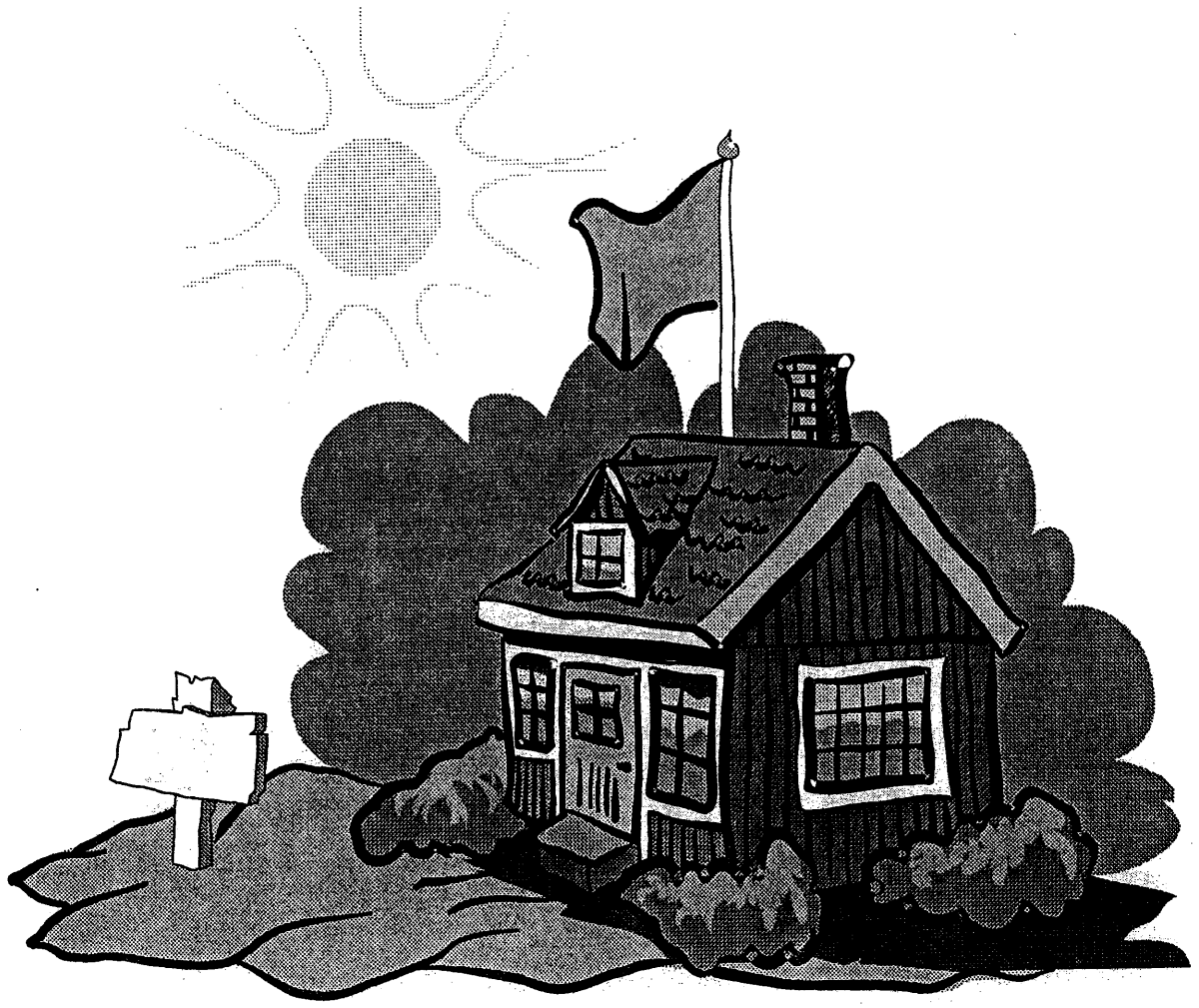
How to Manage Asbestos in School Buildings

AHERA Designated Person's Self-Study Guide



EPA Office of Waste and Chemical Management

January 1996

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United States
Environmental Protection
Agency

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Region 2

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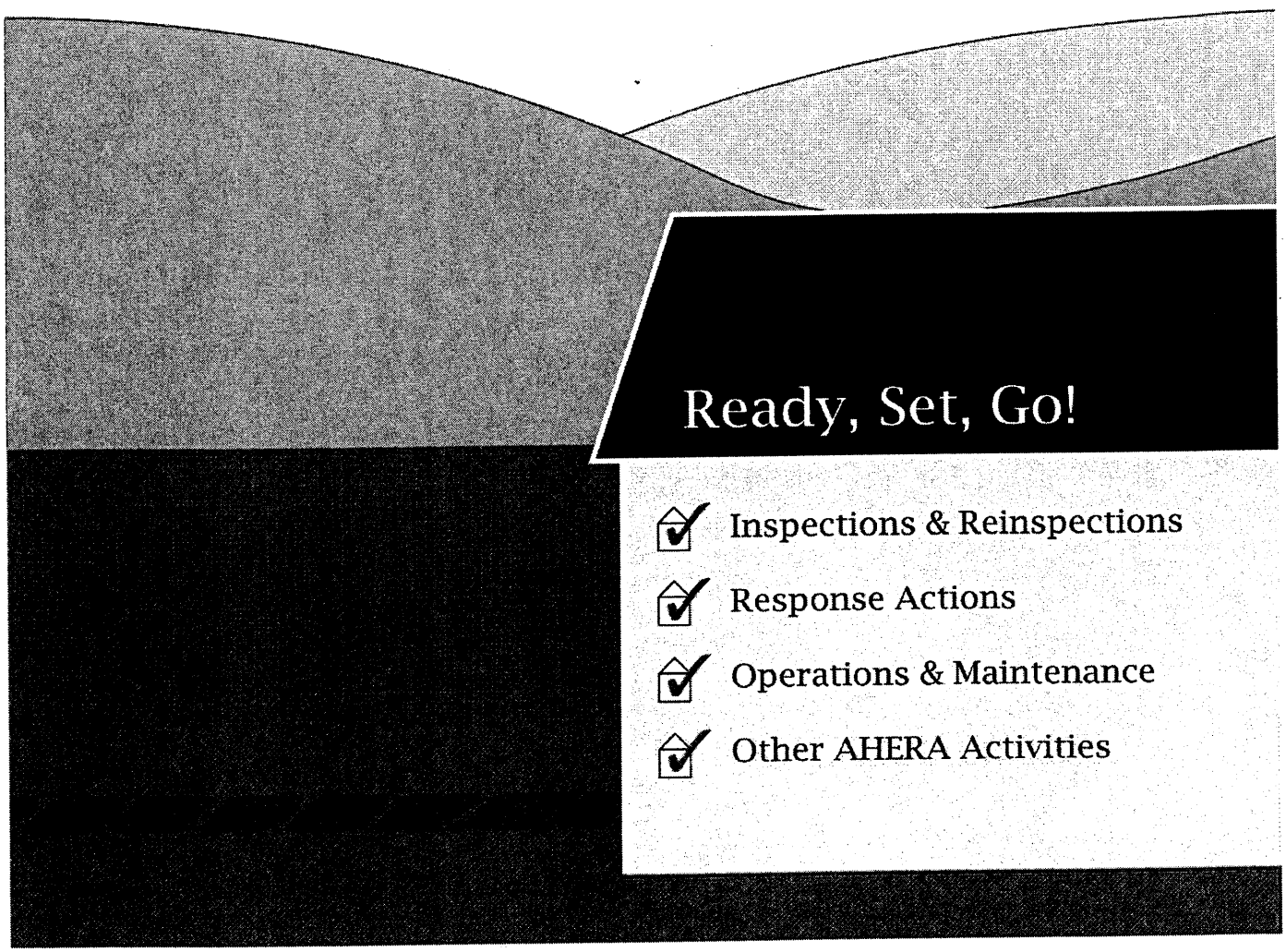
AHERA Asbestos Management Plan
Self-Audit Checklist for Designated Persons



Healthy School Environments
Learn more at http://www.epa.gov/schools

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AHERA Asbestos Management Plan
Self-Audit Checklist for Designated Persons

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Contract Language For Class III Asbestos Work

(Revised 1-02)

Contractors involved with painting, electrical, phone lines, plumbing, heating, ventilating, and air conditioning projects at our school sites could disturb small amounts asbestos containing materials. It is the school district's responsibility to identify and notify contractors of the presence of hazardous materials which they could be exposed to during the project. Therefore all contracts which could involve disturbing small amounts of asbestos containing materials (ACM) should have some language notifying contractors of the presence of ACM at our school district sites.

If the intent of the project is not asbestos abatement, the amount of ACM is less than 100 square feet, and the ACM along with its associated materials such as plastic, disposable coveralls, etc. can fit into one standard asbestos waste bag, it is considered Class III asbestos work by CAL-OSHA and an asbestos abatement contractor is not required. When the ACM exceeds these limits or the intent of the project is to abate ACM, it requires a licensed asbestos contractor and registration with the Division of Occupational Safety and Health.

If the district chooses, they can require a licensed asbestos abatement contractor to conduct the work, however it will significantly increase the cost of the project. In addition, some projects will only disturb small amounts of ACM such as drilling a hole through asbestos containing drywall which does not merit the use and added cost of a licensed asbestos abatement contractor.

CONTRACT LANGUAGE

[redacted] recommends the following language, as a minimum, be provided in all construction related contracts which could possibly disturb small amounts of ACM at our school sites.

> Asbestos containing material (ACM) was identified in the **list materials** (ie: floor tile, linoleum, drywall/joint compound, exterior stucco, etc.) located in the **list buildings** (ie: administration, C building, gym, etc.). If small amounts of these materials will be disturbed, the Contractor shall comply with the asbestos requirements located in the California Code of Regulations, Title 8, Section 1529. If the amount of ACM along with its associated materials such as plastic, disposable coveralls, etc. cannot fit into one standard asbestos waste bag or glove bag, the Contractor shall notify the District and a licensed asbestos abatement contractor will be required to remove the ACM.
>
> If suspect asbestos containing materials are discovered by the Contractor which were not previously identified, the Contractor shall notify the District and assume those materials to contain asbestos until sampling proves the material does not contain asbestos.
>
> It is the Contractor's responsibility to handle and dispose of these materials in accordance with the regulations. If failure to comply with these regulations results in a site or worker contamination, the Contractor will be held solely responsible for all costs involved in any required corrective action.

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ADDITIONAL CONTRACT LANGUAGE

Although it is not required, the school district may choose to add additional contract language to ensure contractors have an understanding of the asbestos requirements. [redacted] recommends the following language be added if the district prefers to be more specific with their contract language.

> The CAL/OSHA regulations for Class III asbestos work require, but are not limited to the following:
>
> 1. Worker Training (generally 16 hours)
> 2. Worker physical exams
> 3. Warning signs and barriers to restrict access to the work area.
> 4. Personal Air Monitoring
> 5. Personal protective equipment such as respirators, disposable coveralls, and gloves.
> 6. Engineering and work practice controls to reduce exposure to asbestos such as wet methods and a HEPA vacuum.
> 7. Plastic drop sheets are required under the activity which will disturb the ACM. All ACM must be collected and disposed of properly.
> 8. Worker Decontamination
> 9. Written Compliance Plan
> 10. Limits the amount of ACM which can be disturbed to one standard asbestos waste bag or glove bag.

To ensure the contractor is qualified to disturb small amounts of ACM, the school district could also require the contractor to provide any or all of the following documentation as part of their bid submittal package:

1. Asbestos Training Records
2. Previous Personal Air Monitoring Data
3. Medical Surveillance Program
4. Respiratory Protection Program
5. Written Compliance Plan

Please provide this information to your facilities personnel or others who are involved with contracts and construction projects. If you have any questions, please contact the[redacted]

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Date: October 12, 2009

Subject: Painting Projects - Lead

We recently had a couple of issues regarding contractors which were hired to paint school buildings. In one case, a bid protest was received by the school district claiming a certified lead abatement contractor was required to remove the loose flaking and peeling paint. In another case, the painting contractor actually hired a sub-contractor who was a certified lead abatement contractor to remove the loose flaking and peeling paint.

If the project is deemed a "lead abatement" either by contract language or is sub-contracted for the specific purpose of removing lead containing paint, a California Department of Public Health (CDPH) certified lead abatement contractor could be required to do the work. This also triggers other compliance issues such as sampling of the soil before and after the job is completed. If the soil samples contain elevated lead levels (which is common around older buildings), it would trigger other response actions to abate the newly discovered "lead hazard". This will add a substantial cost and possible delay's to the project.

While I believe we should comply with all the lead regulations, we should be cautious and not exceed the regulatory requirements due to the substantial increase in cost and potential delay's with the project. We want to be prudent, but reasonable with regards to disturbing lead containing surfaces at our school sites.

For clarification, if the intent of the project is renovation, demolition, repair, maintenance, painting, etc., a certified lead abatement contractor is generally not required. The CDPH certification (ie: certified lead abatement contractor) is only required for projects when one of the following exists:

1. The intent of the project is the abatement of lead or lead hazards.
2. Personal exposures to lead will exceed the CAL-OSHA Permissible Exposure Limit (PEL).
3. The project is in response to an elevated blood lead level of a child.

Please note there is an assumption that removing the loose flaking and peeling paint will be done by hand scraping and sanding. Sand blasting and power sanding would most likely produce personal exposure levels above the PEL and therefore require a CDPH certified lead abatement contractor.

New lead regulations are being developed which would require CDPH trained workers (different than certified lead abatement workers) when painted surfaces are disturbed in child occupied facilities which are defined as buildings which are occupied by children 6 years old or younger. This could have a substantial impact for schools, because in addition to contractors, any school district employees disturbing lead painted surfaces in a child occupied facility would also need to be CDPH trained. Although the lead regulations have been around for years, new requirements are being developed and enforcement by regulatory agencies is expanding. Needles to say, the regulations involving lead have become very complex and difficult to understand.

Contractors involved with demolition, renovation, painting, electrical, plumbing, heating, ventilating, and air conditioning projects in school buildings will most likely come into contact with lead painted/varnished surfaces and/or lead-containing ceramic tile. It is the building owners responsibility to notify contractors of the presence of hazardous materials which they could be exposed to during the project. Therefore all contracts should have some general language notifying contractors of the presence of lead in paint, varnish, and ceramic tile in our buildings.

If the building owner chooses, they can require a certified lead abatement contractor to conduct the work, however it will significantly increase the cost of the project. In addition, painted and varnished surfaces are located throughout most buildings and the majority of the projects will only disturb small amounts of these materials which normally do not merit the use and added cost of a certified lead abatement contractor.

Ceramic tile and painted or varnished surfaces should either be sampled or assumed to contain lead. Experience has shown that buildings built prior to 1993 will almost always have painted or varnished surfaces with some detectable level of lead. In these cases, it is best to assume there is lead and comply with the CAL-OSHA regulations rather than collect samples.

The following language, as a minimum, should be provided in <u>all</u> construction related contracts as a hazardous materials notification and to prevent lead contamination in buildings.

> **The Contractor shall assume that all ceramic tile and painted or varnished surfaces in the building contain detectable levels of lead which trigger compliance with California Code of Regulations, Title 8, Section 1532.1. In addition, waste products from these materials could contain lead at levels which are subject to the hazardous waste requirements in the California Code of Regulations, Title 22, Sections 66260.1 - 66263.12 and 66268.1 - 66268.124 and the Health and Safety Code Section 25157.8 and 25163, subdivision (c).**
>
> **It is the Contractor's responsibility to handle and dispose of these materials in accordance with the regulations. If failure to comply with these regulations results in a site or worker contamination, the Contractor will be held solely responsible for all costs involved in any required corrective action.**

If the project involves painting the building the following paragraph should be added to the general contract language.

> **It is the intent and purpose of this project to paint the building. First by removing any loose flaking and peeling paint using hand scraping/sanding techniques and then re-painting. This project is not a lead abatement and personal exposures are not expected to exceed the CAL-OSHA Permissible Exposure Limit (PEL) for lead. If a sub-contractor is specifically hired by the painting contractor to remove the loose flaking and peeling paint, it does not change the intent of the project which is to paint the building and therefore is not lead abatement and does not require CDPH certified workers.**

Although it is not required, the building owner may choose to add additional contract language for larger contracts to ensure contractors have an understanding of the lead requirements. The following language could be added to the general contract lead language if the building owner prefers to be more specific with their contract language.

The Contractor may use their employees to perform this work if the activity will not produce personal exposures to lead over the CAL/OSHA Permissible Exposure Limit (PEL) of 50 $\mu g/m^3$ and the employees have received the required training, personal protective equipment, and medical surveillance. The CAL/OSHA regulations for lead related work require, but are not limited to the following:

1. **Worker Training (generally 8 hours)**
2. **Worker physical exams including blood monitoring for lead.**
3. **Warning signs and barriers to restrict access to the work area.**
4. **Personal Air Monitoring**
5. **Personal protective equipment such as respirators, disposable coveralls, and gloves.**
6. **Engineering and work practice controls to reduce exposure to lead such as wet methods and power tools attached to a HEPA vacuum.**
7. **Plastic drop sheets are required under the activity which will disturb the paint. All lead containing paint chips, dust, and debris must be collected and disposed of properly.**
8. **Worker Decontamination**
9. **Water or sand blasting of lead painted surfaces requires full containment, showers, and air supplied respirators.**
10. **Written Compliance Plan**

In addition, the waste produced from these activities could be classified as hazardous waste and may require the contractor to collect samples to determine the appropriate waste disposal method.

To ensure the contractor is qualified to disturb lead/varnished surfaces or lead containing ceramic tile, the building owner could also require the contractor to provide any or all of the following documentation as part of their bid submittal package:

1. Lead Training Records
2. Previous Personal Air Monitoring Data
3. Medical Surveillance Program
4. Respiratory Protection Program
5. Written Compliance Plan

At your reques[redacted] will assist member School Districts with any lead related projects. Please contact t[redacted] office for assistance.

4-1a.

Childhood Lead Poisoning Prevention Branch

California has enacted landmark legislation to prevent childhood lead poisoning. This legislation has established the Childhood Lead Poisoning Prevention Branch (CLPPB), a children's environmental health program offering multi-layered solutions to this complex problem.

Health Information

Frequently Asked Questions (FAQ)
Answers to some of the basic questions you may have regarding childhood lead poisoning.

Health Care Providers
Education, screening, treatment and follow-up information for health care providers.

Publications About Lead Poisoning Prevention
Fact sheets, brochures and other publications about lead poisoning and how to prevent it.

Resources

Free CME Credit
A presentation for health care providers on lead poisoning prevention

Program Information

About the CLPPB
Vision, Mission Statement and governing legislation and regulations

Contact the CLPPB
Contact information for the State Branch as well as the local lead poisoning prevention programs.

Lead Related Construction Program
Information for workers, supervisors and homeowners on lead related construction training and certification

Lead Compliance and Enforcement
Lead hazard compliance and enforcement including complaints and reporting forms

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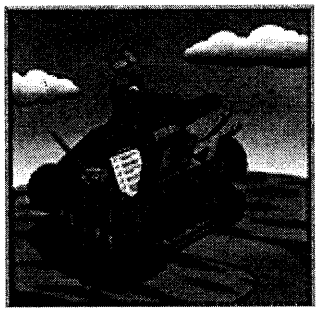
IAQ Tools for Schools Program



EPA developed the *Indoor Air Quality (IAQ) Tools for Schools (TfS)* Program to reduce exposures to indoor environmental contaminants in schools through the voluntary adoption of sound indoor air quality management practices.

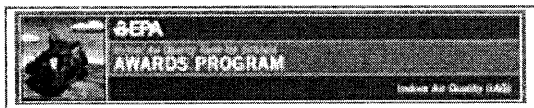
The *IAQ Tools for Schools* Program is a comprehensive resource to help schools maintain a healthy environment in school buildings by identifying, correcting, and preventing IAQ problems. Poor indoor air quality can impact the comfort and health of students and staff, which, in turn, can affect concentration, attendance, and student performance. In addition, if schools fail to respond promptly to poor IAQ, students and staff are at an increased risk of short-term health problems, such as fatigue and nausea, as well as long-term problems like asthma.

Since its release in 1995 (just re-released this year), the *IAQ TfS* Action Kit has been implemented in hundreds of schools across the country. School districts that have implemented *IAQ TfS* find that there are common elements to successfully implementing the program.

1. **Organizing** a program with a committed group of individuals dedicated to ensuring good IAQ and with clear support from senior management
2. **Assessing** current IAQ conditions and issues
3. **Creating a Plan** outlining a strategic approach to identifying, resolving, and preventing IAQ problems
4. **Taking Actions** to improve IAQ in the school that lead to increased student and staff health and productivity
5. **Evaluating** the IAQ management program by tracking and assessing results
6. **Communicating** the intent, results, and next steps of the IAQ management program

The *IAQ TfS* Program assists school districts in identifying the actions they can take to successfully plan and implement and effective IAQ management Program.

Recognition



The ***IAQ TfS* National Awards Program** serves as an incentive for schools to start the program and is designed to recognize schools for their achievements in improving IAQ. Schools can apply for a variety of awards and receive recognition for starting a program or for showing exemplary improvement in IAQ management. Learn more

Read about the Excellence Award winners
Download the Awards Flyer PDF (1 page, 189 K, about PDF)

Products and Materials

Save the Date. The 10th Annual *IAQ TfS* Symposium will be **January 14-16, 2010**, in Washington, D.C. Learn More

Registration is now open. We invite you to join IAQ experts and peers from across the nation at this premiere event.

Visit the Registration page to register today EXIT Disclaimer. The registration fee is $360.

Hotel Information EXIT Disclaimer
Download the Draft Agenda PDF (5 pp., 294 K, about PDF)

Follow these links to information prepared especially for you!

School and District Officials
Teachers and Students
Facilities Staff
Parents
Health Care Professionals
The Media

Envisioning Excellence: *Lessons from Effective School Indoor Air Quality Programs.* Read about this exciting tool.

4.2a.

Mold

"Mold Remediation in Schools and Commercial Buildings"

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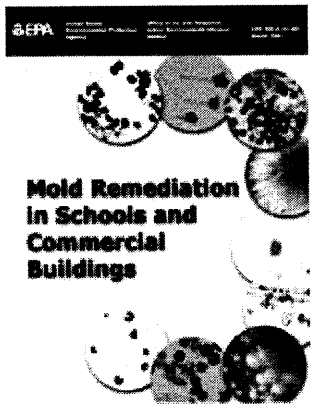
Office of Air and Radiation, Indoor Environments Division (6609-J)
EPA 402-K-01-001, March 2001



Cover Photo: *Magnified photos of different species of mold.*

PDF version (PDF, 54 pp, 4.8MB About PDF)

Mold Publications

The publication, **"A Brief Guide to Mold, Moisture, and Your Home"**, is available in HTML and PDF (PDF, 20 pp, 1.2MB About PDF) [**EPA 402-K-02-003**]

Una Breve Guía para el Moho, la Humedad y su Hogar está disponible en el formato PDF (PDF, 20 pp, 796KB About PDF). [Documento de la agencia EPA número **402-K-03-008**]

The publication, **"Mold Remediation in Schools and Commercial Buildings"**, is available in HTML and PDF (PDF, 54 pp, 5MB About PDF) [**EPA 402-K-01-001**, March 2001]

Order publications from EPA's NSCEP. Use the EPA Document Number when ordering.

4-2 a.

Indoor Air Quality Backgrounder: The Basics

Indoor air quality (IAQ) is an increasingly important issue in schools across the nation. IAQ can directly affect the health and comfort of students and staff. There are many ways that school occupants can help to improve air quality. EPA developed the *Indoor Air Quality Tools for Schools (IAQ TfS)* Program to help schools address many IAQ issues using practical and often low-cost measures (such as unblocking ventilation supply vents to improve airflow).

By simply reviewing this *Indoor Air Quality Backgrounder* and completing the IAQ checklists, occupants can learn how to make a significant impact on IAQ and provide a healthy learning and working environment.

This guidance is based on the following principles:

- Most IAQ problems can be prevented and resolved by school staff through simple, inexpensive measures.
- The cost and effort needed to **prevent** most IAQ problems is significantly less than the cost and effort required to **resolve** problems after they develop.

WHY IAQ IS IMPORTANT TO YOUR SCHOOL

Most people are aware that outdoor air pollution can impact their health, but indoor air pollution can also have significant, harmful effects. EPA studies of human exposure to air pollutants indicate that indoor levels of pollutants may be two to five times—and occasionally more than 100 times—higher than outdoor levels. EPA and its Science Advisory Board consistently rank indoor air pollution among the top five environmental health risks to the public.

This is especially important to schools, as children may be more susceptible to air pollutants.

Failure to prevent or respond promptly to IAQ problems can:

- Increase potential for long- and short-term health problems for students and staff.
- Negatively impact student attendance, comfort, and performance.
- Reduce teacher and staff comfort and performance.
- Accelerate deterioration and reduce efficiency of school facilities and equipment.
- Increase potential for school closings or relocation of occupants.
- Strain relationships among school administration, parents, and staff.
- Create negative publicity.
- Impact community trust.
- Create liability problems.

UNDERSTANDING IAQ PROBLEMS AND SOLUTIONS

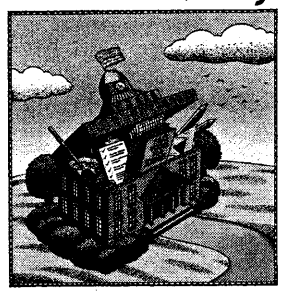
To understand IAQ problems and solutions, it is important to know what factors affect IAQ. These include:

- Sources of indoor air pollutants.
- Heating, ventilation, and air conditioning (HVAC) systems.
- Building occupants.
- Pollutant pathways.

SOURCES OF INDOOR AIR POLLUTANTS

Indoor air contaminants can originate within the building or be drawn in from outdoors. Air pollutants consist of numerous particulates, fibers, mists, bioaerosols, and gases. It is important to control air pollutant sources (see the table on the next page), or IAQ problems can arise—even if the HVAC system is properly operating.

Indoor Air Quality



Tools for Schools

Good IAQ helps to provide a healthy and productive environment for students, teachers, and staff in order to assist a school in its core mission—educating children.

4-2a.

A complicating factor is that indoor air pollutant concentration levels can vary by:

- Time (for example, weekly, during floor stripping); and
- Location (within a school or even within a single classroom).

HVAC System Design and Operation

Properly designed HVAC equipment in a school helps to:

- Control temperature and humidity to provide thermal comfort.
- Distribute adequate amounts of outdoor air to meet ventilation needs of school occupants.
- Isolate and remove odors and pollutants through pressure control, filtration, and exhaust fans.

Not all HVAC systems accomplish all of these functions. Some buildings rely only on natural ventilation. Others lack mechanical cooling equipment, and many function with little or no humidity control.

The two most common HVAC designs in schools are unit ventilators and central air-handling systems. Both can perform the same HVAC functions, but a unit ventilator serves a single room while a central air-handling unit serves multiple rooms.

The diagrams on page 5 of this *Indoor Air Quality Backgrounder* show how three typical HVAC designs circulate air through classrooms. As shown in the diagrams, it is important that all rooms have both an air supply and exhaust.

TYPICAL SOURCES OF INDOOR AIR POLLUTANTS

Outdoor Sources	Building Equipment	Components and Furnishings	Other Indoor Sources
Polluted Outdoor Air • Pollen, dust, fungal spores • Industrial emissions • Vehicle emissions **Nearby Sources** • Loading docks • Odors from dumpsters • Unsanitary debris or building exhausts near outdoor air intakes **Underground Sources** • Radon • Pesticides • Leakage from underground storage tanks	**HVAC Equipment** • Microbiological growth in drip pans, ductwork, coils, and humidifiers • Improper venting of combustion products • Dust or debris in ductwork **Other Equipment** • Emissions from office equipment (volatile organic compounds, ozone) • Emissions from shop, lab, and cleaning equipment	**Components** • Microbiological growth on or in soiled or water-damaged materials • Dry traps that allow the passage of sewer gas • Materials containing volatile organic compounds, inorganic compounds, or damaged asbestos • Materials that produce particles (dust) **Furnishings** • Emissions from new furnishings and floorings • Microbiological growth on or in soiled or water-damaged furnishings	• Science laboratory supplies • Vocational art supplies • Copy/print areas • Food prep areas • Smoking lounges • Cleaning materials • Emissions from trash • Pesticides • Odors and volatile organic compounds from paint, chalk, adhesives • Occupants with communicable diseases • Dry-erase markers and similar pens • Insects and other pests • Personal care products

4-2a.

Building Occupants

The effects of IAQ problems on school occupants—including staff, students, and others—are often non-specific symptoms rather than clearly-defined illnesses. Symptoms commonly attributed to IAQ problems include:

- Headache, fatigue, and shortness of breath.
- Sinus congestion, cough, and sneezing.
- Eye, nose, throat, and skin irritation.
- Dizziness and nausea.

These symptoms could be caused by air quality deficiencies, but may also be linked to other factors—poor lighting, stress, noise, and more. Due to varying sensitivities among school occupants, IAQ problems may affect a group of people or just one individual. In addition, IAQ problems may affect people in different ways. Individuals that may be particularly susceptible to effects of indoor air contaminants include, but are not limited to, people with:

- Asthma, allergies, or chemical sensitivities.
- Respiratory diseases.
- Suppressed immune systems (due to radiation, chemotherapy, or disease).
- Contact lenses.

Pollutant Pathways and Driving Forces

Airflow patterns in buildings are determined by the combined forces of mechanical ventilation systems, human activity, and natural effects. Air pressure differences created by these forces move airborne pollutants from areas of higher pressure to areas of lower pressure through any available openings in building walls, ceilings, floors, doors, windows, and HVAC systems. For instance, as long as the opening to an inflated balloon is kept shut, no air will flow. When opened, however, air will move from the inside (area of higher pressure) to the outside (area of lower pressure).

Even if the opening is small, air will move until the inside pressure is equal to the outside pressure.

SIX BASIC CONTROL STRATEGIES

There are six basic control methods that can lower concentrations of indoor air pollutants. Specific applications of these basic control strategies may be noted in the attached checklist(s).

1. Source Management - Management of pollutant sources includes:

- **Source removal** - Eliminating pollutant sources or not allowing them to enter the school. Examples include not allowing buses to idle, not placing garbage in rooms with HVAC equipment, and replacing moldy materials.
- **Source substitution** - Replacing pollutant sources. Examples include selecting less- or non-toxic art materials or interior paints.
- **Source encapsulation** - Placing a barrier around the source so that it releases fewer pollutants into the indoor air. Examples include covering pressed wood cabinetry with sealed or laminated surfaces or using plastic sheeting to contain contaminants when renovating.

2. Local Exhaust - Removing point sources of indoor pollutants (through exhausting fume hoods and local exhaust fans to the outside) before they disperse. Examples include exhaust systems for restrooms and kitchens, science labs, storage rooms, printing and duplicating rooms, and vocational/industrial areas (such as welding booths and firing kilns).

3. Ventilation - Lowering pollutant concentrations by using cleaner (outdoor) air to dilute polluted (indoor) air. Local building codes likely specify the quantity (and sometimes quality) of outdoor air that should be continuously supplied in your school, as do voluntary standards set by the American Society of Heating, Regrigerating, and Air-Conditioning Engineers (ASHRAE). Temporarily increasing ventilation coupled with proper use of the exhaust system while painting or applying pesticides, for example, can be useful in diluting the concentration of noxious fumes in the air.

4-2 a.

4. Exposure Control - Adjusting the time and location of pollutant exposure. An example of time control is scheduling floor stripping and waxing (with the ventilation system functioning) for Friday after school. This allows products to off-gas over the weekend while the school is unoccupied. Location control involves moving the pollutant source away from occupants or even relocating susceptible occupants.

5. Air Cleaning - Filtering particles and gaseous contaminants as air passes through ventilation equipment. In most cases this type of system should be engineered on a case-by-case basis.

6. Education - Teaching and training school occupants about IAQ issues. People in the school can reduce their exposure to many pollutants by understanding basic information about their environment and knowing how to prevent, remove, or control pollutants.

Some solutions, such as major ventilation changes, may not be practical to implement due to lack of resources or the need for long periods of non-occupancy to ensure the safety of the occupants. Use temporary measures to ensure good IAQ in the meantime. Other solutions, such as anti-idling programs, offer low-cost options that can be easily and quickly implemented.

YOUR ROLE IN THE IAQ TEAM

As a school occupant, your activities and decisions have an impact on the quality of the school's indoor air. You can participate by completing the appropriate checklist and by continuing to apply these principles on a daily basis. Your school's IAQ Coordinator serves as a focal point for collecting IAQ information and handling IAQ concerns.

HOW TO KNOW IF YOU HAVE AN IAQ PROBLEM

Diagnosing IAQ-related symptoms can be tricky, especially because acute (short-term) symptoms are similar to those from colds, allergies, fatigue, or the flu. There are clues, however, that can help link symptoms to IAQ problems:

- Symptoms are widespread within a class or school.
- Symptoms disappear when the students or staff leave the school building for a day or for extended periods of time.
- Onset is sudden after some change at school (such as painting or pesticide application).
- Reactions occur indoors but not outdoors.
- Symptoms have been identified by a doctor as being IAQ-related.

It is not safe to assume that a lack of symptoms means that the IAQ in your school is acceptable. Symptoms of long-term health effects (such as lung cancer due to radon) often do not become evident for many years.

IF YOU THINK YOU HAVE AN IAQ PROBLEM

If you have a potential IAQ problem in your school or area that requires a simple solution or action, correct the problem. If the problem cannot be easily corrected or if the complaint seems to indicate a potentially severe IAQ problem, contact the IAQ Coordinator immediately. The IAQ Coordinator will investigate the problem further, either using in-house resources or by calling in help from outside the school.

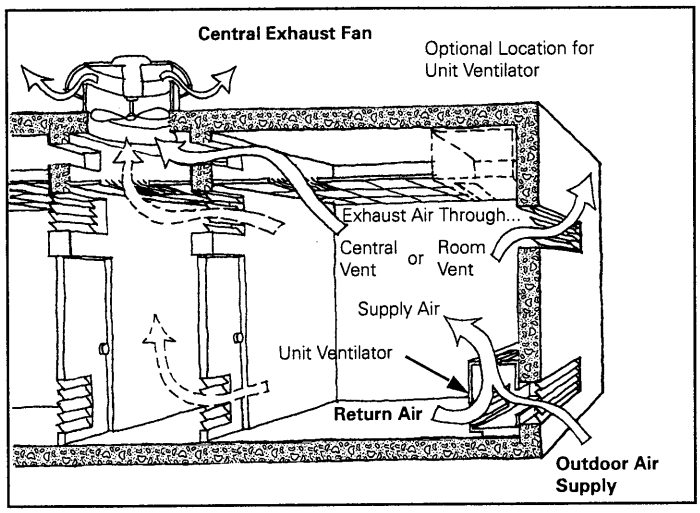
COMMUNICATION

Because of the health risks involved, parents, the community, and media may react strongly to reports of poor indoor air quality in your school. It is recommended that you follow your school's IAQ communications guidelines. This typically involves referring all questions and inquiries to one central source—the IAQ Coordinator. This is the best way to avoid incomplete, incorrect, or conflicting information regarding the quality of the air in your school and any actions necessary to improve IAQ. For more information, refer to the ***IAQ TfS Communications Guide***, posted on EPA's Web site: www.epa.gov/iaq/schools

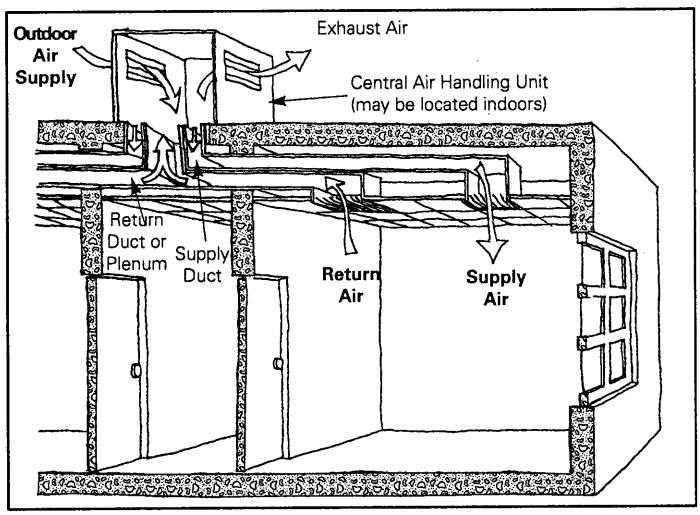
IAQ Checklists Available

- Teacher's
- Administrative Staff
- School Official's
- Health Officer's
- Ventilation
- Building Maintenance
- Food Service
- Waste Management
- Renovation and Repairs
- Integrated Pest Management
- Walkthrough

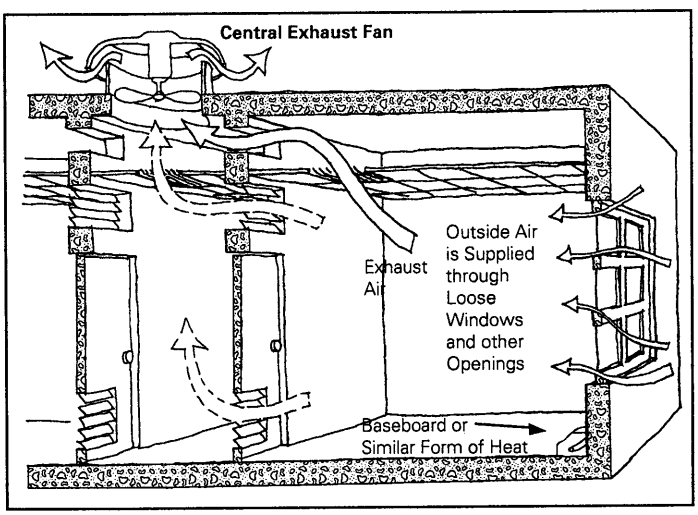
4-2 a.



Air Supply through a Unit Ventilator



Air Supply in a Central Air Handling System



Air Supply in an Exhaust-only System

4-2 a.

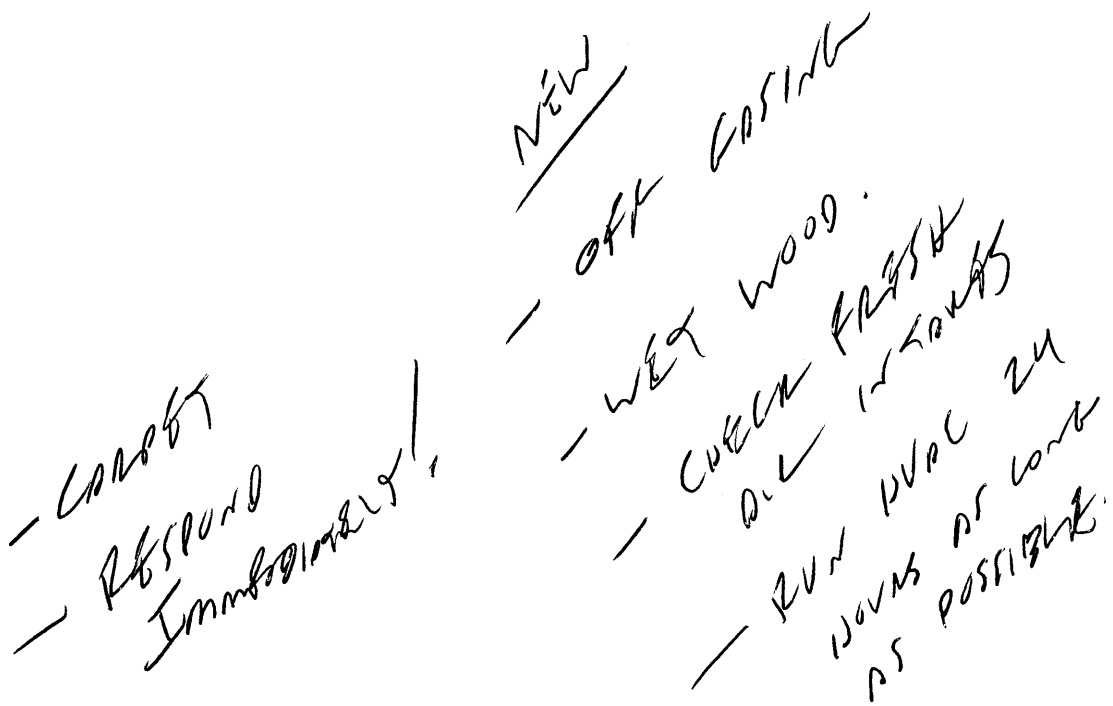
INDOOR AIR QUALITY - RELOCATABLE CLASSROOMS

1. Purchase relocatable classrooms with a ventilation system which can provide continuous ventilation at a rate of 15 cubic feet per minute per person. Generally this means 480 cubic feet per minute of fresh outside air.

2. Purchase relocatable classrooms with HVAC systems which have noise reduction qualities.

3. Inspect and verify the HVAC system is working properly. Outside air intakes are fully open and located away from contaminant sources (ie: bus parking, kitchen exhaust, etc.)

4. New furnishings and finishes will offgass for several months. Prior to use, operate the HVAC systems continuously for several weeks.



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California Department of
Pesticide Regulation

California
School Integrated Pest Management Program

School Integrated Pest Management (IPM) Home Page

Welcome to the California School IPM web site! This site has been created by the California Department of Pesticide Regulation (DPR) as part of its implementation of the Healthy Schools Act of 2000 (Assembly Bill 2260). Here you will find a variety of documents, web links, and other resources related to the Act and to integrated pest management in schools.

What is integrated pest management (IPM)? Integrated pest management is a widely accepted approach to pest management that results in effective suppression of pest populations while minimizing human health and environmental hazards. ▶ more...

What is the Healthy Schools Act of 2000? The Healthy Schools Act of 2000 put into code DPR's existing voluntary school IPM program and added some requirements for schools, such as parental notification of pesticide applications, warning signs, recordkeeping at schools and pesticide use reporting by licensed pest control businesses that apply pesticides at schools. DPR is committed to facilitating voluntary adoption of IPM policies and programs in schools throughout California, and will be assisting school districts with their implementation of the Healthy Schools Act. ▶ more...

WHAT'S NEW

School IPM Accomplishments & Plans (August 2009)

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Update and future plans of the School IPM Program for January-December 2009 (PDF, 42 kb) are now available.

New School IPM Recordkeeping Calendar
(June 2009)

The recently published 2009-10 School IPM Recordkeeping Calendar features helpful pest management information from the University of California Statewide IPM Program, IPM practitioners, and DPR staff. The instructional images, pest prevention tips, and a recordkeeping section are designed to help school pest managers in their work. Request a free copy via e-mail to school-ipm@cdpr.ca.gov.

The California Childcare Health Program (CCHP)
(June 2009)

The California Childcare Health Program (CCHP)is a program of the University of California San Francisco School of Nursing. CCHP publishes a newsletter "Child Care Health Connections" that provides up-to-date child health and safety information for the child care community. The newsletter is published six times per year. DPR's Child Care IPM program collaborated with CCHP to produce the following nine articles about IPM-related topics for the newsletter:

May-June 2008 - The Healthy Schools Act in Early Childhood Education (ECE) Settings

July-August 2008 - Why Should ECE Programs Use Integrated Pest Management?; Adopting Greener Environmental Practices

September-October 2008 - Integrated Pest Management: Ants; Integrated Pest Management: Yellow Jackets

November-December 2008 - Green Cleaning in Child Care Settings; Sanitizing in Child Care Environments

January-February 2009 - Integrated Pest Management: Rodents

May-June 2009 - Integrated Pest Management: Mosquitos

All of the newsletters are available at http://www.ucsfchildcarehealth.org/html/pandr/newslettermain.htm.

If you have difficulty accessing any document on our website, contact cdprweb@cdpr.ca.gov

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California Department of
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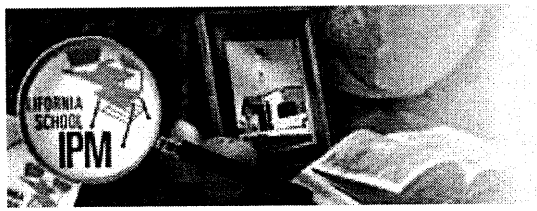
Back to School IPM home page



The Healthy Schools Act of 2000 (AB 2260) Frequently Asked Questions

In January 2001, the enactment of the Healthy Schools Act of 2000 (Assembly Bill 2260) put into place right-to-know requirements such as notification, posting, and recordkeeping for pesticides used at schools. The law also put into code DPR's existing school IPM program and new, more detailed pesticide use reporting. (For a copy of Assembly Bill 2260, go to www.assembly.ca.gov. Click on "Legislation" and select the 1999–2000 session. Type the bill number "2260," and click "Search." Click on the chaptered version.)

Frequently asked questions about the Healthy Schools Act - printable color version (pdf, 516 kb)

Frequently asked questions about the Healthy Schools Act - printable b&w version (pdf, 557 kb)

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Acknowledgments

1. Definitions

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1-1. Integrated pest management (IPM) has various definitions. How does the Healthy Schools Act define it?
The Healthy Schools Act of 2000 (Assembly Bill 2260) defines IPM as a "pest management strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using non-chemical practices to make the habitat less conducive to pest development, improving sanitation, and using mechanical and physical controls. Pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment are used only after careful monitoring indicates they are needed according to pre-established guidelines and treatment thresholds. Note that this definition applies only to IPM in schools." [Food and Agricultural Code □ 13181]

1-2. What is a pesticide?
The term *pesticide* means any substance that controls, destroys, repels, or attracts a pest. Pesticides include insecticides, insect repellents, miticides, herbicides, fungicides, fumigants, nematicides, rodenticides, avicides, plant growth regulators, defoliants, desiccants, antimicrobials, and algicides. For more information about antimicrobials (such as sanitizers and disinfectants) see 3-8 and 3-14 below. Antimicrobials, including swimming pool chlorine and toilet bowl cleaners, are exempt from notification and posting, but you should use only products with a U.S. EPA registration number that are also registered for use in California. (To see if a product is registered in California, go to DPR's Web site, www.cdpr.ca.gov, and click on "Look up pesticide products" at the bottom right.)

Plant nutrients, fertilizers, and soil amendments are not considered pesticides unless they also include a pesticide active ingredient (e.g., weed-and-feed products). If the label of a pesticide lacks a U.S. EPA registration number, check to see if it's exempt from registration (see 3-13). If it lacks a U.S. EPA registration number and is not exempt from registration, then don't use it. Go to DPR's School IPM Web site (www.cdpr.ca.gov/schoolipm/ and click on "Pesticides Exempted Under the Healthy Schools Act" at the bottom right) for more information on exempt products. [Food and Agricultural Code □ 12753]

1-3. What's a school district designee?
The designee is the person the school district must assign to carry out the requirements of the Healthy Schools Act. School districts often designate maintenance and operations directors, risk managers, or business officers. This person may also be called the IPM coordinator (see 1-5).

1-4. What are the responsibilities of the school district designee?
The designee makes sure that:

Parents and staff receive annual written notification about pesticide products expected to be used at each school that year.

Parents and staff receive written notification at least 72 hours in advance if the school decides to use a pesticide not listed in the annual notification.

Parents and staff have the opportunity to register if they want notification before each pesticide application at the school.

Schools post signs from 24 hours before to 72 hours after a pesticide application.

Schools keep records of pesticide applications.

See 2-1 through 2-9, 3-1, 3-7, and 3-8 for more information. [Education Code □□ 17609(d), 17612]

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1-5. What's an IPM coordinator?
In many districts, an IPM coordinator is equivalent to the school district designee (see 1-3 and 1-4). The Healthy Schools Act requires the Department of Pesticide Regulation (DPR) to establish a train-the-trainer program for IPM coordinators (see 6-1). School districts may choose to make the IPM coordinator the school district designee to carry out the district's IPM program. [Education Code □ 13183(a)(2)(B)]

2. Notification and Posting

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2-1. How do schools carry out the annual notification requirement?
Each school must give a written notice to parents and staff identifying pesticides expected to be used in the coming year. The list of pesticides must also include the DPR Internet address for information on pesticides and reduced-risk alternatives (www.cdpr.ca.gov/schoolipm/, click on "School IPM HELPR" in the column on the right). The Legislature intended that the notification would be included with other one-time notices that school districts send parents, usually at the beginning of the school year. Putting this information in a packet with other notices will reduce costs. See DPR's school IPM Web site (go to www.cdpr.ca.gov/schoolipm/ and click on "Tools & Templates" in the column on the left), for examples. [Education Code □ 17612]

School districts may want to coordinate with pest control businesses to develop a system that works for them.

2-2. How does the pesticide registry work?
The registry takes notification one step further. The law requires schools allow parents and staff to register with the district if they want to receive notification of individual pesticide applications at a school. The school must notify those on the list at least 72 hours before an application. This notice must include the product name, pesticide active ingredient, and the scheduled date of application. [Education Code □ 17612(a)(1)]

2-3. How long before and after a pesticide application occurs must warning signs be posted?
Signs must be posted 24 hours before a pesticide application and 72 hours afterward. [Education Code □ 17612(d)]

2-4. What should the warning signs say?
Signs must prominently display the words, "Warning – pesticide-treated area," and must include the product name, manufacturer's name, the U.S. EPA's product registration number, scheduled date and areas of application, and reason for the application (that is, the target pest). The law does not specify text, color, or size of lettering, but the sign must be visible to anyone entering a treated area.

The word *Warning* on the sign does not refer to the pesticide toxicity signal words (*danger, warning, caution*), but is universal language for "Watch out!" You can download sample warning signs in English and Spanish from DPR's school IPM site. Go to www.cdpr.ca.gov/schoolipm/, click on "Tools & Templates" in the column on the left, then click on "Pesticide Sample Application Warning Sign." (See also 3-6)

Some districts place reusable laminated signs in outdoor areas, and a few districts are experimenting with silk-screened metal signs. In both cases, the school district designee writes information on the signs and the information can be erased 72 hours after a pesticide application. [Education Code □ 17612(d)]

2-5. What about vandalism of signs? What happens when a sign is removed before the posting period is over?
The law doesn't address this.

2-6. Do schools have to notify and post when they make applications during breaks?
The law does not specifically address this. However, even when schools are closed, students or other people may enter school grounds for one reason or another. Teachers often stop in during vacations to plan lessons or organize their classrooms. Many districts try to plan ahead and list any pesticides expected to be used during the entire school year, notify registered parents and staff before all applications, and always post a sprayed area.

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2-7. If a school is contiguous with an agricultural parcel – for example, an orange grove – and the school district owns the land on which the crop is planted, does the district have to notify and post when the crop is sprayed? The parcel is completely fenced with locked gates – off-limits to students.
The agricultural parcel, although owned by the school district, is not a schoolsite under the law [Education Code □ 17608(e)]).

The term *schoolsite* includes the buildings or structures (including attics and crawl spaces), playgrounds, athletic fields, school vehicles, or any other area of school property visited or used by pupils. Therefore, the school does not have to notify or post with regard to pesticides used on the parcel.

However, the school, as property owner of a production agriculture site, may have other posting or notification requirements for a pesticide application based upon the pesticide label and/or permit conditions established by the county agricultural commissioner. If a production agriculture site is located next to a school and there is concern about off-site movement of pesticides, contact the county agricultural commissioner (go to www.cdpr.ca.gov, click on "Ag commissioners" in the "Quick Finder"). The commissioner follows up on any reported illness that may be pesticide-related or any complaint about pesticide applications.

2-8. How do schools operated by the California Youth Authority comply with the Healthy Schools Act?
The school administrator is required to notify the facility's chief medical officer (CMO) at least 72 hours before an application. The CMO must then take any steps necessary to protect the health of the pupils. The State Department of Health Services (DHS) recommends the following: (1) the CMO of each facility should provide a list of all pesticides expected to be used in the facility during the year with a copy of the product label (or product U.S. EPA registration number), and the material safety data sheet (MSDS) for each item on the list; (2) the yearly list of pesticides anticipated to be used should be posted at the entry to the facility and a copy provided to all staff members; (3) pest control businesses should provide the CMO specific pesticide use information for school applications; (4) staff assigned to pest control duties and contracted pest control businesses should give the CMO 72 hours notice of specific applications; (5) employees must be trained before handling any pesticide, and annually thereafter; and (6) the CMO should thoroughly investigate any complaint or suspected illness due to application of a pesticide and take appropriate action. Suspected illnesses also must be reported to the county health officer. [Education Code □ 17612(e) and information provided by DHS]

2-9. Are schools reimbursed for paperwork and mailing?
No. The Commission on State Mandates has concluded that the legislation does not impose any reimbursable state-mandated duties since existing state law does not require school districts to apply pesticides. To view the Commission decision, go to www.csm.ca.gov/denied_mandates.shtml, and click on "January 1, 2004 – December 31, 2004."

3. Pesticide use recordkeeping and reporting

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3-1. Who is required to keep records?
Under the Healthy Schools Act, each school must keep records of almost all applications for four years (see 3-6). Some pesticide applications are exempt from the recordkeeping requirement (see 3-8). The law also requires licensed pest control businesses hired by a school to keep records of pesticide use and report a summary of that use to the county agricultural commissioner (see 3-2). This requirement is intended for commercial applicators and is in addition to the pesticide use report applicators *already* submit to the county agricultural commissioner. Commercial applicators include pest control businesses that are licensed by either DPR or the Structural Pest Control Board. [California Code of Regulations □□ 6624, 6627; Business and Professions Code □ 8505.17(c)]

3-2. Who has to report pesticide use at schools?
Applications made by school personnel need not be reported to the county agricultural commissioner, except when a restricted-use pesticide is used (as defined in California Code of Regulations □ 6400). Only a person holding either a qualified applicator certificate or a qualified applicator license can make these applications. That person must report this use to the county agricultural commissioner each month (see 3-5). See 3-1 and 3-6 for additional information about recordkeeping for restricted-use pesticides.

Pest control businesses contracted by schools have two reports to submit for pesticide use at schools: (1) the Monthly Summary Pesticide Use Report to the county agricultural commissioner that includes pesticides used at schools, and (2) the School Site Pesticide Use Reporting form (PR-ENF-117). (To access this

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form, go to www.cdpr.ca.gov/schoolipm/ and click on "Pest Control Businesses" in the column on the left, then click on "Reporting pesticide use and maintaining records.")

The law states that the School Site Pesticide Use Reporting form must be submitted at least annually. For those applying pesticides at the end of December, the form must be submitted as soon as possible, such as January of the following year. [California Code of Regulations □ 6624(a)(3); Food and Agricultural Code □ 13186(a)(b)(c)]

3-3. When a licensed pest control business applies a pesticide on school grounds, who must report the application?
The licensed pest control business is responsible for completing DPR's School Site Pesticide Use Reporting form and submitting it to DPR. The school district, although not responsible for use reporting, must keep records of almost all pesticide applications at each school for four years, including those made by licensed pest control businesses (see 3-8 for exemptions). The district may include the Healthy Schools Act reporting requirements when they contract for services of licensed pest control businesses. [Food and Agricultural Code □ 13186]

3-4. Are licensed pest control businesses required to report school pesticide applications as part of their existing monthly reports to the county agricultural commissioner?
Yes. Pest control businesses must continue to report school applications on their Monthly Summary Pesticide Use Report to the county agricultural commissioner. Pest control businesses must also submit the School Site Pesticide Use Reporting form at least annually to DPR. (See 3-2 and 3-5.) [Food and Agricultural Code □ 13186(b)(c); California Code of Regulations □□ 6624, 6627]

3-5. What pesticide use do schools report to the county agricultural commissioner? Does the Healthy Schools Act change that?
When school districts use restricted-use pesticides on school property, they must report the applications to the county agricultural commissioner in the Monthly Summary Pesticide Use Report. The Healthy Schools Act does not change this requirement. [California Code of Regulations □□□ 6626, 6627, 6628]

3-6. Do schools have to keep records of every pesticide used and each application?
Under the Healthy Schools Act, each school must keep records of every pesticide application for a period of four years (see 3-7) except for pesticides exempted from the requirement (see 3-8). School records must include the pesticide product name, manufacturer's name, U.S. EPA registration number, actual date and areas of application, reason for application, and amount of pesticide used. Records must be available to the public upon request. As a simple way to keep records, schools may want to keep a copy of the posted warning sign, making sure to add the pesticide quantity applied. DPR recommends that schools keep records of all pest management practices, including those that are exempt from notification and posting. [Education Code □□ 17611, 17612(d)]

Additionally, existing regulations require each school to keep records for two years after each application of a restricted-use pesticide (separate from the four-year requirement under the Healthy Schools Act). These records must include the date of application, the treated property operator's name, location of the property and exact site treated, total acreage or units treated at the site, pesticide name with the U.S. EPA registration number, and amount of pesticide used. [California Code of Regulations □ 6624(a)(2),(b),(e)]

3-7. How do schools make records available to the public?
The Healthy Schools Act is a right-to-know law, so anyone who wants access to records can retrieve them from the school as paper copies (kept in file folders, for instance) or as electronic files, depending on what the district has available. [Education Code □ 17611]

3-8. Which pesticide active ingredients are exempt from the provisions of this law?
Certain requirements of the law (recordkeeping, written notification, and posting) do not apply to products used as self-contained baits or traps; gels or pastes used as crack-and-crevice treatments; pesticides exempted from regulation by U.S. EPA; or antimicrobial pesticides, including sanitizers and disinfectants. For example, this means that chlorine used in swimming pools is exempt from the provisions of this law. (For further information about pesticides exempt from registration in California, go to www.cdpr.ca.gov/schoolipm/, click on "Pesticides Exempted Under the Healthy Schools Act" in the right-hand menu. Questions 3-9, 3-10, and 3-11 also pertain to this topic.) [Education Code □ 17610.5]

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3-9. What are self-contained baits or traps?
The interpretation and practice of school officials and pest management professionals has been to consider tamper- and child-resistant bait stations (whether they be for rodents, general pests, or termites) to be self-contained bait stations. The law does not define *self-contained.*

U.S. EPA lists eight criteria for tamper-resistant bait boxes – but they apply only to rodent bait boxes:

resistant to weather;

strong enough to prohibit entry by large non-target species;

equipped with a locking lid and/or secured rebaiting hatches;

equipped with entrances that readily allow target animals access to baits while denying access to larger non-target species;

capable of being anchored securely to resist efforts to move the container or to displace its contents;

equipped with an internal structure for containing baits;

made in such a way as not to be an attractive nuisance; and

capable of displaying proper precautionary statements in a prominent location.

Corresponding criteria do not exist for other types of bait boxes or bait stations. [Food and Agricultural Code □ 12973, www.epa.gov/ REDs/2100red.pdf]

3-10. Is granular gopher bait – the kind put into gopher runways underground – exempt from requirements of the Healthy Schools Act?
No. Only bait in a self-contained bait station is exempt.

3-11. What's a crack-and-crevice treatment?
The law defines crack-and-crevice treatment as the application of small quantities of a pesticide consistent with labeling instructions in a building into openings such as those commonly found at expansion joints, between levels of construction, and between equipment and floors. [Education Code □ 17609(b)]

3-12. Which pesticides are exempted from registration by the U.S. EPA?
The U.S. EPA (under Federal Insecticide, Fungicide, and Rodenticide Act [FIFRA] Section 25(b)), exempts pesticides from registration if they contain certain active ingredients. These are primarily food-grade materials such as mint oil, clove oil, and sodium lauryl sulfate (derived from coconut and commonly found in shampoos and detergent). DPR allows similar exemptions, although some DPR-exempt products require additional wording on labels. See www.cdpr.ca.gov/schoolipm/ and click on "Pesticides Exempted Under the Healthy Schools Act." [California Code of Regulations □ 6147]

3-13. How can I tell if a particular product is exempted from registration by the U.S. EPA?
Look at the product label for a U.S. EPA or a California registration number. If the label does not have a registration number, then the product may be exempt. (Note: very few products are exempt from registration). In the absence of a registration number, a proper label will list all active and inert ingredients. To ensure you have an exempt product, check to see if all active and inert ingredients are listed on the FIFRA section 25(b) list and the U.S. EPA 4a list, respectively. (See www.cdpr.ca.gov/schoolipm/ and click on "Pesticides Exempted Under the Healthy Schools Act" for the lists of exempt active and inert ingredients. For questions about a specific product, see www.cdpr.ca.gov and click on "Registration," then "Functional Directory," then "25b Exempt Products.") [California Code of Regulations □ 6147]

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3-14. What are antimicrobials?
Antimicrobials (such as disinfectants and sanitizers) are pesticides that are intended to disinfect, sanitize, reduce, or mitigate growth or development of microbiological organisms; or protect inanimate objects (for example floors and walls), industrial processes or systems, surfaces, water, or other chemical substances from contamination, fouling, or deterioration caused by bacteria, viruses, fungi, protozoa, algae, or slime. Although sanitizers and disinfectants are exempt from notification and posting requirements under the Healthy Schools Act, they are not exempt from licensed pest control business requirements to report pesticide use. [Food and Agricultural Code □ 12995; Education Code □ 17609(a); www.epa.gov/oppad001/ad_info.htm]

3-15. How do I get information about pesticide products? Active ingredients? Human health impacts? Environmental fate?
See www.cdpr.ca.gov/schoolipm/ and select "School IPM HELPR," then click on the pest-specific information you need.

4. Enforcement and compliance

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4-1. Who enforces requirements for posting, annual written notification requirements, and school district pesticide use recordkeeping?
The Healthy Schools Act contains no specific enforcement authority for these requirements. Since these requirements are under the Education Code, the school district superintendent and the district's elected school board members are responsible for enforcement. The California Department of Education's School Facility Planning Division is available as a resource to school districts (www.cde.ca.gov/ls/fa/sf). For interpretation of Healthy Schools Act requirements as it applies to your district, consult your district's legal counsel.

4-2. Are private schools exempt from the Healthy Schools Act? What about community colleges?
The law applies to public facilities used for day care, kindergarten, elementary, or secondary school. Schools include buildings or structures, playgrounds, athletic fields, school vehicles, or any other area of school property visited or used by pupils.

The law exempts private schools, private day-care facilities, and colleges even when attended by secondary school students. However, DPR will provide any interested public or private institution with information on starting an IPM program. [Education Code □ 17609(e)]

4-3. Are schools on federal property (such as military bases) exempt from the Healthy Schools Act?
The law does not apply to schools under federal jurisdiction. Pest managers of military bases may voluntarily want to comply with the law as if schools at bases were under state jurisdiction. However, state-funded schools that operate on military bases are not exempt.

In addition, schools located on Indian reservations and rancherias are exempt from requirements of the Healthy Schools Act.

4-4. Which pesticides can be used legally on school grounds? Does the label have to specify school grounds?
First read the label to identify the terms used. A product label does not have to specify school grounds for an allowable use within school buildings or on school grounds. Pesticide labels registered by U.S. EPA or DPR may use such terms as *for institutional uses; for use in kitchens, dining areas; or in and around buildings, such as schools, hospitals, etc.* When indicating outdoor use, terms include *for use on turf and ornamentals, and for use on playing fields.* Some labels, such as vertebrate pest control products, may refer only to the pest with such terms as *(for control of mice) place bait along runways, or place bait in main (gopher) tunnel.* In a few instances the manufacturer may indicate that the product should not be used in schools.

Contact your county agricultural commissioner's office for additional help in determining if a product is appropriate to use in school buildings or on school grounds.

4-5. What situations on school grounds require a certified applicator or licensed pest control business?
Only certified applicators (qualified applicator certificate – QAC) or licensed applicators (qualified applicator license – QAL) may apply federally restricted-use pesticides such as aluminum phosphide (Phostoxin). Only a person holding a QAC or QAL plus a permit issued by the county agricultural commissioner may apply state listed restricted-use pesticides.

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Some school districts require that all pesticide applications be supervised or performed by certified or licensed applicators. A pest control business license is required of any person or company performing pest control for hire. Check DPR's Web site to determine if a pest control business is licensed (go to www.cdpr.ca.gov, click on "Licensing" in the "Quick Finder," then click on "List of Persons and Businesses with Valid DPR Licenses.")

4-6. What happens when a public park adjoins a school and functions as the school's playground? Does the city or county have to notify and post when applying pesticides (usually herbicides) to the park?
City and county property is exempt from the requirements of the Healthy Schools Act if it is not used as a schoolsite. Some school districts and local agencies have signed a formal memorandum of understanding or joint-use agreement so that the park property becomes school property. Then the requirements of the Healthy Schools Act would apply, including notification and posting.

4-7. What if my district has planned its pesticide applications well in advance, on specific dates. Are we complying with the law if we simply notify all parents at the beginning of the year about these applications?
Yes, the district has fulfilled the annual notification requirements if it notifies all parents at the beginning of the year. However, the law also specifies that the school district designee must notify parents and staff, who register in advance with the school, of individual applications at least 72 hours before the application. The law does not specify how early you can notify those who have registered. Keep in mind that the Healthy Schools Act is a right-to-know law, and notifying people too far in advance will defeat the law's purpose because they may fail to remember. Individual school districts should decide the most appropriate approach that also complies with the intent of the law.

5. Developing an IPM program

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5-1. Where do I get information about IPM programs, policies, and practices?
See DPR's school IPM Web Site, www.cdpr.ca.gov/schoolipm/, for a link to school IPM information. The Web site offers information on pesticide products, a directory of resources describing least-hazardous pest management practices, a model IPM program guidebook, and ways to reduce pesticide use. The Web site also has information on the public health and environmental impacts of pesticides, and much more. [Education Code □ 17612(a), Food and Agricultural Code □ 13184(a)(b)]

5-2. How is DPR getting information to school staff?
DPR routinely provides information to IPM coordinators designated by their school districts. DPR also works with the California Department of Education and groups such as Coalition for Adequate School Housing, California Association of School Business Officials, Professional Association of Pesticide Applicators, Pest Control Operators of California, and others.

6. Training

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6-1. What do the IPM workshops offered by DPR cover?
Under the Healthy Schools Act, DPR must offer IPM training to help school districts establish their own IPM programs. The law specifies that DPR use a train-the-trainer approach as appropriate to disseminate information rapidly, and emphasize training on a regional basis before focusing on individual school districts. Our regional workshops highlight IPM principles, pest prevention, monitoring, and the use of least-hazardous pest management practices. Each year, DPR offers workshops around the state. For specific dates and locations, see DPR's school IPM Web site (www.cdpr.ca.gov/schoolipm/). [Food and Agricultural Code □ 13185]

7. Resources

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7-1. What are some resources to learn more about IPM and the Healthy Schools Act?

DPR's School IPM Web site: www.cdpr.ca.gov/schoolipm/

DPR's home page: www.cdpr.ca.gov

County Agricultural Commissioners: go to www.cdpr.ca.gov, click on "Ag Commissioners" in "Quick Finder"

Department of Education: www.cde.ca.gov/ls/fa/sf

University of California Statewide IPM Program: www.ipm.ucdavis.edu/

University of California IPM Advisors: go to www.ipm.ucdavis.edu, look for "Our Programs" in left column, then click on "Cooperative Extension advisors"

U.S. EPA's IPM in Schools Web site: www.epa.gov/pesticides/ipm

Acknowledgements

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We thank everyone who has asked questions about the Healthy Schools Act, and to the following current and former* DPR staff who reviewed this document: Adrienne Alvord*, Tom Babb, Sheryl Beauvais, David Duncan, Veda Federighi, Chris Geiger*, Nan Gorder, Lyn Hawkins*, Tobi Jones, Eileen Mahoney, Belinda Messenger, Lisa Ross, Regina Sarracino, Ada Ann Scott, Jay Schreider, Jon Shelgren*, Sewell Simmons, Mac Takeda, Jim Walsh, Angelica Welsh, and Muffet Wilkerson*. For their expert reviews we also thank Cato Fiksdal, former Los Angeles County Agricultural Commissioner, California Agricultural Commissioners and Sealers Association, Dave Hawke, California Department of Education, and Tony Hesch, formerly with the California Department of Education.

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Editing — Kathy Boyle & Madeline Brattesani
SIPM02-May 2005

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California Department of Toxic Substances Control

EPA ID Numbers, Manifests and Fees

Identification (ID) Numbers

Furlough Information

In order to implement Executive Order S-13-09, which calls for three furlough days per month we intend to close the boards, departments and offices of the California Environmental Protection Agency (Cal/EPA) the first, second and third Friday of every month starting July 10, 2009 and ending June 25, 2010.

To apply for, reactivate, or inactivate a permanent California identification number, submit DTSC Form 1358.

Persons who generate, transport or offer for transport, treat, store, or dispose of hazardous waste generally must have an Identification (ID) Number, which is used to identify the hazardous waste handler and to track the waste from its point of origin to its final disposal ("From Cradle to Grave").

Most hazardous waste falls into two types in California: waste regulated by the federal government under the Resource Conservation and Recovery Act is known as "RCRA waste"; waste regulated by California law alone is known as "non-RCRA" or "California-only" waste. All hazardous waste in (RCRA and non-RCRA) California is regulated under state statutes and regulations. If a business generates more than 1 kilogram of RCRA acutely hazardous waste per month or more than 100 kilograms of other RCRA waste per month, they must have a federal ID number. If the business generates 100 kilograms or less of RCRA waste or one kilogram or less per month of acutely hazardous waste, and meet certain other requirements, they are exempt from having a federal ID number. These businesses are called conditionally exempt small-quantity generators or CESQGs.

DTSC issues ID Numbers for generators, transporters, and treatment, storage, and disposal facilities that handle hazardous wastes not regulated under RCRA. As stated above, this depends on the type of waste that you generate and the rate at which you generate it. U.S. EPA issues federal (RCRA) ID Numbers. If you need a California ID Number, you can find more information on our California ID Number page.

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2009 Verification Questionnaire and Manifest Fees Assessment

The 2009 Verification Questionnaire (VQ) and Manifest Fees Assessment are scheduled to be mailed June 12, 2009 to approximately 118,000 permanent and temporary EPA ID number holders. Dedicated telephone lines and staff will be available beginning the week of June 15, 2009 to answer calls regarding the Verification Questionnaire and Fees Assessment. The phone number is (877) 454-4012 (toll-free when calling from within California) and (916) 255-4439 when calling from outside California. The telephone lines will be extremely busy for several weeks after the mailing.

In order to assist you in completing these forms, DTSC has compiled answers to common questions about the forms.

The Frequently Asked Questions about the 2009 Verification Questionnaire and Manifest Fees Assessment are located at http://www.dtsc.ca.gov/IDManifest/VQ_FAQ.cfm

Hazardous Waste Manifests

The law requires that most hazardous waste be transported from hazardous waste generators to permitted recycling, treatment, storage, or disposal facilities (TSDF) by registered hazardous waste transporters, and that each shipment be accompanied by a hazardous waste manifest. The manifest is the document that provides information for "cradle-to-grave" tracking of the hazardous waste. Learn more about Hazardous Waste Manifests.

Hazardous Waste and Environmental Fees

DTSC enforces California's hazardous waste control laws, issues permits to hazardous waste facilities and mitigates contaminated hazardous waste sites. These activities are funded primarily by fees. For more information, go to our Hazardous Waste and Environmental Fees page.

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UNIVERSAL WASTE MANAGEMENT PRACTICES: HANDLING & RECYCLING GUIDELINES & TRAINING

Training

- Regulations require that all persons handling or are responsible for managing universal waste must receive training from their employer on proper management of those wastes generated at the workplace. The information below is a summary of the items that are currently banned from the trash.

Wastes Banned From the Trash

Many common products that we use in our daily lives contain potentially hazardous ingredients and require special care when disposed of. It is illegal to dispose of hazardous waste in the garbage, down storm drains, or onto the ground. Chemicals in illegally disposed hazardous waste can be released into the environment and contaminate our air, water, and possibly the food we eat. And by throwing hazardous waste in the garbage, you can cause additional hazards to your garbage handler.

Regulations to protect public health and the environment have been changing. This is because we now know that some common items that have traditionally been thrown in your household's or small business' trash cannot be safely disposed in landfills. These common items are referred to as hazardous waste, and some of them as "universal waste" (u-waste). As of February 9, 2006, all "u-waste" items are banned from the trash.

The bottom line is that we must keep hazardous materials out of the trash by bringing them somewhere to be recycled or safely disposed such as a household hazardous waste collection facility. Check with your local waste management agency to find out where to take these items in your area.

What is Banned?

- **Fluorescent lamps and tubes:** Fluorescent tubes, compact fluorescent lamps, metal halide lamps, neon and sodium vapor lamps
- **Batteries:** Alkaline, Nickel Cadmium, Nickel Metal Hydride, Lithium Ion, Lithium, Mercury, Silver, Manganese, Zinc Air, Lead Acid, and Zinc Carbon.
- **Computer and television monitors**
- **Electronic devices:** Computers, printers, VCR's, cell phones, telephones, radios and microwave ovens

Mercury containing items

- **Electrical switches and relays (mercury switches):** some chest freezers, pre-1972 washing machines, sump pumps, electric space heaters, clothes irons, silent light switches, auto hood and trunk lights and ABS brakes.
- **Thermostats that contain mercury:** There is mercury inside the sealed glass "tilt switch" of the old style thermostats
- **Pilot Light Sensors:** found in some gas appliances such as stoves, ovens, clothes dryers, water heaters, furnaces and space heaters
- **Mercury Gauges:** barometers, manometers, blood pressure, and vacuum gauges contain mercury
- **Mercury Thermometers:**

Paints and solvents

Photo wastes

Non empty aerosol cans that contain hazardous materials: if the can is labeled with words like TOXIC or FLAMMABLE don't put it into the trash unless completely empty.

Important Workplace Issues Employees Must Remember:

- The fact that spent fluorescent lamps are regulated and MUST be recycled, not discarded in the trash
- Where to store spent lamps – the accumulation area
- How to package spent lamps
- How to label spent lamps or containers of spent lamps
- How to indicate the proper accumulation time
- Establish an accumulation area for all wastes that will be managed
- The fact that Universal Waste can be stored on site for up to one year before sending them to a recycling firm
- The generator of universal waste may ship their waste to a recycling center without using a hazardous waste hauler
- The generator is required to keep some form of documentation to demonstrate that all universal waste was properly managed
- Regulations do not allow the use of "tube crushers". Use of these devices requires a permit issued by DTSC
- Each waste stream should be stored in separate containers within the accumulation area – Dry cell and wet cell batteries should be stored in separate containers
- Lithium battery terminals should be taped prior to being placed into accumulation containers – other types do not require taping the terminals
- Each spent fluorescent lamp or each container of spent lamps must be labeled with one of the following: "Universal Waste—Lamp(s)," or "Waste Lamp(s)," or "Used Lamp(s)."

- The label should be placed on the lamp or container of lamps as soon as the first spent lamps are placed in the accumulation area or the container of spent lamps
- Each spent lamp must be marked with the date it was generated (removed from the fixture) or mark each container with the date that the first spent lamp was placed into the container
- Maintain a tracking system for spent lamps that can demonstrate to an inspector that spent lamps are not kept at the business for more than one year
- Spent fluorescent lamps may only be shipped to a facility that recycles the lamps or to another "handler of universal waste"
- Facilities with multiple locations may ship lamps between their own facilities
- Broken lamps may be cleaned up and placed into an airtight container and stored along with intact spent lamps. Label the container "Accidentally broken mercury lamps". DO NOT VACUUM broken lamp debris. This will disperse mercury throughout the area.
- Mercury containing equipment must be packaged in a structurally sound container with packing material to prevent breakage

Recordkeeping

Keep records of each shipment of spent lamps for at least three years after the shipment. The records must contain the following information:

- The name and address of the universal waste handler or destination facility to whom the universal waste was sent
- The quantity of each type of universal waste sent (e.g., batteries, thermostats, lamps, mercury switches, etc.)
- The date the shipment of universal waste left the facility
- Training demonstrating that a business has complied with the requirement that employees involved in managing spent lamps and universal waste be "informed" of proper management practices. A sign-in sheet with all participants' signatures indicating Universal Waste Management Practices: Handling and Recycling Guidelines and Training.

For additional assistance in determining if a particular waste stream should be included under the Universal Waste Rule, call the Waste Evaluation help line at (916) 322-7676 or go to the links below.

California Integrated Waste Management Board (IWMB)
IWMB: www.ciwmb.ca.gov/LEACentral/UniWaste

Department of Toxic Substances Control (DTSC)
DTSC: www.dtsc.ca.gov/HazardousWaste/UniversalWaste/index.cfm

Battery Solutions Incorporated – Provides containers/recycling at cost
www.batteryrecycling.com

BASIC PANDEMIC FLU PLAN

First and most important - **Have a Plan**. Start with the basics and expand as time and resources become available. At a minimum your plan should address the following:

A. Initial Communication with Teachers, Students, Staff and Parents

1. H1N1 Education
   a. Symptom Recognition
   b. Prevention
   c. When to Stay Home
2. Components of the School District Plan

B. Designate a spokes person to handle phone calls to the District. It may be necessary to have a spokes person at each school site.

C. Designate a person (health aide) at each school site to access students symptoms (preferably a school nurse).

1. Health Aide Protection
   a. Respirators (for patient and health aide)
   b. Gloves
   c. Cleaning
   d. Distance
2. Parameters for Dismissal From School (must have at least two?)
   a. Temperature above 100 Degrees (what if its 99.8?)
   b. Sneezing/Coughing
   c. Runny Nose/Sore Throat
   d. Body Aches/Chills
   e. Vomiting/Diarrhea
3. Parameters for Returning to School
   a. Evaluated by school health aide?
   b. No fever for 24 hours
   c. No other symptoms?

D. Managing Symptomatic Students

1. On the Bus
2. At School
3. After School Activities and Athletic Programs
4. Parent Notification (maybe unable to pick up immediately)
5. Location and Supervision (children waiting for pick-up)
6. Monitor and Track Absences

E. Procedures for High Risk Students and Staff

1. Pregnant
2. Compromised Immune System
3. Asthma
4. Diabetes
5. Neuromuscular Diseases
6. Heart Disease
7. Under Age 5 and Over Age 65

F. Additional Daily Cleaning

1. Symptomatic Students/Staff Sent Home (Desks, Chairs, etc)
2. Computers, Light Switches, Phones, Door Knobs, etc.
3. Toys and Playground Equipment (possibly prohibit activity?)
4. Bus Railings
5. Restrooms

G. Supplies - Quantity and When to Order (most likely will be in short supply)

1. Respirators
2. Gloves
3. Tissues
4. Hand Sanitizer (alcohol based)
5. Soap
6. Paper Towels
7. Thermometers
8. Signs

H. School Dismissal

1. Continued Education of Students
2. Non-essential Staff Positions

I. Re-open School

IMPORTANT NOTES: The plan should be prepared with the possibility for large numbers of symptomatic students combined with substantial numbers of absent or ill school staff in all positions. Personnel in key positions such as the spokes person, nurse or health aide should have a back-up.

Communicate and collaborate with the COE, County Public Health Department and other School Districts.

"Surgical Masks Vs. N95 Respirators For Preventing Influenza"

[redacted]

Related Files: There are no related files
Good info for school nurses pushing the use of N95's -

New Study Evaluates Surgical Masks Vs. N95 Respirators For Preventing Influenza Among Health Care Workers
04 Oct 2009

Surgical masks appear to be no worse than, and nearly as effective as N95 respirators in preventing influenza in health care workers, according to a study released early online today by JAMA. The study was posted online ahead of print because of its public health implications. It will be published in the November 4 issue of JAMA.

Influenza is the most important cause of medically attended acute respiratory illness worldwide and the authors write there is heightened concern this year because of the influenza pandemic due to the H1N1 virus. "Data about the effectiveness of the surgical mask compared with the N95 respirator for protecting health care workers against influenza are sparse," the authors provide as background information in the article. "Given the likelihood that N95 respirators will be in short supply during a pandemic and not available in many countries, knowing the effectiveness of the surgical mask is of public health importance."

Mark Loeb, M.D., M.Sc., from McMaster University, Hamilton, Ontario, Canada, and colleagues conducted a randomized controlled trial of 446 nurses in eight Ontario hospitals to compare the surgical mask with the N95 respirator in protecting health care workers against influenza. The nurses were randomized into two groups: 225 were assigned to receive surgical masks and 221 were assigned to receive the fitted N95 respirator which they were to wear when caring for patients with febrile (fever) respiratory illness. The primary outcome of the study was laboratory-confirmed influenza. Effectiveness of the surgical mask was assessed as non-inferiority of the surgical mask compared with the N95 respirator.

Between September 23, 2008 and December 8, 2008, "influenza infection occurred in 50 nurses (23.6 percent) in the surgical mask group and in 48 (22.9 percent) in the N95 respirator group (absolute risk difference -0.73 percent)," indicating non-inferiority of the surgical mask the authors report. Even among those nurses who had an increased level of the circulating pandemic 2009 H1N1 influenza strain, non-inferiority was demonstrated between the surgical mask group and the N95 respirator group for the 2009 influenza A(H1N1).

"Our data show that the incidence of laboratory-confirmed influenza was similar in nurses wearing the surgical mask and those wearing the N95 respirator. Surgical masks had an estimated efficacy within 1 percent of N95 respirators," the authors write. "That is, surgical masks appeared to be no worse, within a prespecified margin, than N95 respirators in preventing influenza."

In conclusion the authors state: "Our findings apply to routine care in the health care setting. They should not be generalized to settings where there is a high risk for aerosolization, such as intubation or bronchoscopy, where use of an N95 respirator would be prudent. In routine health care settings,

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particularly where the availability of N95 respirators is limited, surgical masks appear to be non-inferior to N95 respirators for protecting health care workers against influenza."

JAMA. 2009;302[17]: (doi:10.1001/jama.2009.1466.

Source
Journal of the American Medical Association

There are no replies.

Post Reply:

Attachment 1: Browse...
Attachment 2: Browse...
Post

⇐ Back

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CDPH California Department of PublicHealth

News Release

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH

FOR IMMEDIATE RELEASE
August 17, 2009
PH09-73

CONTACT: Al Lundeen
(916) 440-7259

Public Health Director Recommends Hand Sanitizer for School Kids

SACRAMENTO – California's Public Health Director, Dr. Mark Horton, has issued a recommendation that California schools promote the use of alcohol-based hand sanitizers by students.

"As kids return to classrooms it is more important than ever that we take steps to slow the spread of influenza-like viruses, including the novel H1N1 virus," said Horton, who is the director of the California Department of Public Health (CDPH). "Alcohol-based hand sanitizers are very effective germicides against many viruses and bacteria."

The latest recommendation comes on the heels of guidelines issued for the general response by schools to the continuing outbreak of H1N1. Those guidelines recommend that sick students be separated from others and sent home and stay there until at least 24 hours after a fever breaks. Any dismissal decision should be based on the risk of keeping students in school with the social disruption that school dismissal can cause. In most cases, schools should remain open unless the student population is at high-risk.

CDPH's hand sanitizer recommendation recognizes that millions of school days are annually lost by students due to absenteeism caused by colds and other common illnesses that are commonly spread by contact with contaminated hands.

While soap and water is an effective measure to combat the spread of germs, access to soap and water in schools may be limited. Studies have shown that the use of alcohol-based hand sanitizers can decrease rates of illness and absenteeism.

Alcohol-bases hand sanitizers can be used safely in classroom with a few simple precautions:

- Students are taught about the effectiveness of hand hygiene in stemming the spread of disease.
- In elementary schools, sanitizers are used under the direction of teachers.
- Students may use sanitizers throughout the day, in addition to hand washing with soap and water, especially after coughing or sneezing and before eating.
- There is a procedure in place to monitor possible allergic reactions.
- All alcohol-based sanitizer products are kept away from eyes, mouth and nose.
- Alcohol-based hand sanitizers are kept away from any type of open flame. Smokers should not light a cigarette until their hands are completely dry.

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The full text of the CDPH recommendation regarding alcohol-based hand sanitizer is below. For more information on school guidance, visit www.cdc.gov/h1n1flu/schools.

www.cdph.ca.gov

Fan us on Facebook and follow Dr. Horton on Twitter!

CDPH Recommendations for the Use of Alcohol-Based Hand Sanitizers by Students in California Schools

- *The use of alcohol-based hand sanitizers (gels, foams, or wipes) containing at least 60% alcohol should be promoted in California schools because:*
    - *Alcohol-based hand sanitizers are very effective germicides against many viruses (including influenza) and bacteria (including methicillin-resistant and susceptible Staphylococcus aureus(MRSA/MSSA).*
    - *Millions of school days are annually lost by students due to absenteeism caused by colds and other common illness that are primarily spread among students through contact with contaminated hands. There is increasing concern about MRSA, which is also spread among students primarily through contact with contaminated hands.*
    - *Pandemic (H1N1) 2009 influenza is still causing frequent infections in California. Approximately half of these infections occur in children under the age of 18 years, and transmission is common in settings where children gather. When California schools resume classes, transmission of influenza will put both students and the community at risk, unless high rates of vaccination can be achieved when vaccine becomes available.*
    - *Access to soap and water for handwashing in schools may be limited, while alcohol-based hand sanitizers can be made easily available in every classroom.*
    - *Studies have shown that the use of alcohol-based hand sanitizers can decrease rates of illness and absenteeism among students and has the potential to reduce teacher absenteeism, school operating costs, healthcare costs and parental absenteeism. It is possible that effective use of alcohol-based hand sanitizers might reduce the need for student dismissals.*
- *Alcohol-based hand sanitizers can be used safely in the classroom with a few simple precautions. The use of these products by students is recommended if:*
    - *Students are taught about the importance of hand hygiene practices in the control of communicable disease.*
    - *In elementary school classrooms, alcohol-based hand sanitizers are used under the direction of a teacher or other school employee.*
    - *In secondary schools, alcohol-based hand sanitizers are available in wall dispensers that are readily visible to a teacher, convenient for use by students, and able be secured after school hours.*

- *Students may use alcohol-based hand sanitizers periodically during each school day, in addition to hand washing with soap and water, after coughing or sneezing, toileting and before eating. This may be implemented by having students use the product each time they enter and leave the classroom.*

- *There is a procedure in place to monitor the occurrence of allergic reactions; if a student appears to develop an allergic reaction to an alcohol-based hand sanitizer, advise the student to discontinue using the product and instead wash hands with soap and water, and notify the school nurse and parent of the possible allergic reaction.*

- *All alcohol-based hand sanitizer products are kept away from contact with the eyes, mouth, and nose.*

- *Alcohol-based hand sanitizers are kept away from any type of open flame or where sparks could be generated; smokers should not light a cigarette until their hands are completely dry after use of an alcohol-based hand sanitizer.*

Flu Home
News Room
Where You Live
Frequent Questions (FAQs)
For Individuals & Families
About the Flu
Vaccination
Prevention & Treatment
Parents (& Expecting)
People with Health Conditions
Seniors
Caregivers
Travelers
For Professionals
Business Planning
Community Planning
School Planning
Transportation Planning
Hospital Planning
State & Local Government

School Planning

Updated Guidance for Schools for the Fall Flu Season

Guidance for Child Care and Early Childhood Programs

- Guidance on Helping Child Care and Early Childhood Programs Respond to Influenza (PDF - 61 KB)
- Technical Report for State and Local Public Health Officials and Child Care and Early Childhood Providers
- Preparing for the Flu: A Communication Toolkit for Child Care and Early Childhood

Guidance and Information for K-12

- School-Located Vaccination Planning Materials and Templates
  These documents provide information for planning and conducting school-located 2009 H1N1 influenza vaccination clinic target school-aged children enrolled in school and potentially other groups in the community. The targeted audience for t materials is primarily state and local public health department immunization and preparedness staff who are responsible carrying out 2009 H1N1 influenza vaccination, but also education officials, school nurses, and others who are interested planning and carrying out such activities.
- CDC Guidance for State and Local Public Health Officials and School Administrators (PDF - 43 KB)
- Communication Toolkit for Schools (Grades K-12)
- Technical Report for State and Local Public Health Officials and School Administrators on CDC Guidance
- Recommendations to Ensure the Continuity of Learning for Schools (K-12) During Extended Student Absence or School Dismissal (PDF - 167 KB) (Dept. of Education)
- Preparing for the Flu During the 2009–10 School Year: Questions and Answers for Schools (PDF - 863 KB) (Dept. of Edu

Guidance and Information for Universities and Colleges

- CDC Guidance for Responses to Influenza for Institutions of Higher Education during the 2009-2010 Academic Year (PD KB)
- Communication Toolkit for Institutions of Higher Education
- Technical Report on CDC Guidance for Responses to Influenza for Institutions of Higher Education during the 2009-201(Academic Year

Video Archive

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Federal Government

Global Activities

Research Activities

SHARE

- Video archive of the school guidance news conference – 8/7/2009

Overview and General Information

- Novel H1N1 Vaccination Guidance (Centers for Disease Control and Prevention)
  Vaccination Guidance for State, Local, Tribal and Territorial Health Officials
- Joint Letter to Schools and School Districts Regarding H1N1 Influenza Preparations - June 11, 2009

  It is critical for schools to plan to prevent disease transmission and protect students and staff, as well as local communities flu infection. Depending on the timing and severity of a potential fall H1N1 wave, interventions could include: extra measu ensure that commonly touched surfaces are disinfected, strict enforcement of exclusion policies for students and staff with symptoms, or extended school closures. In addition, because schools could be used as vaccine distribution locations, sch should consider how they might accommodate such requests. While all of us want to do all we can to keep students engag learning and maintain a sense of normalcy, we need to be ready for whatever the fall may bring.

- School Dismissal Monitoring System (Centers for Disease Control and Prevention and the U. S. Department of Education)
  Report novel influenza (H1N1) - related school or school district dismissal in the United States via an online form, email or
- H1N1 Flu Information (U.S. Department of Education)
  Find FAQs and guidance for school leaders.
- Guidance on Day and Residential Camps (Centers for Disease Control and Prevention)
  Provides general recommendations that apply to all programs and specific guidance that applies to residential programs.
- Resources for Colleges and Universities
- H1N1 Vaccine Tort Liability Immunity
  The H1N1 vaccine declaration provides tort liability immunity to a group named "program planners." Program planners ca include private sector individuals and organizations, community groups, **schools**, or businesses.

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Checklists

Developed by the Department of Health and Human Services (HHS), the Centers for Disease Control and Prevention (CDC), ar Department of Education, these checklists can assist local educational agencies in developing and/or improving plans to prepar respond to an influenza pandemic.

- Child Care and Preschool Pandemic Influenza Planning Checklist (PDF - 155.09 KB)
- School District (K-12) Pandemic Influenza Planning Checklist (PDF - 123.95 KB)
- Colleges and Universities Pandemic Influenza Planning Checklist (PDF - 170.04 KB)

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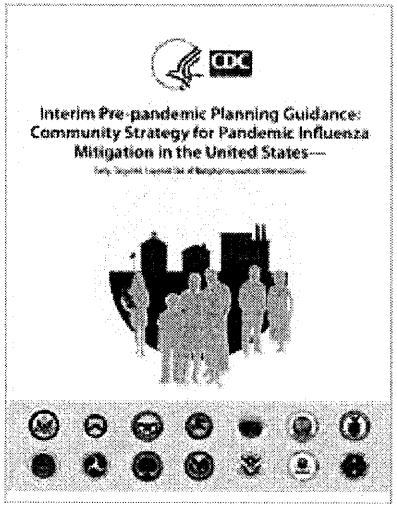
Guidelines, Tools, and Reports

- Legal Preparedness for School Closures in Response to Pandemic Influenza and Other Emergencies (Center for Law and Public's Health at Georgetown & Johns Hopkins Universities)
  Review of the laws within each state that appear to expressly authorize school closure for extended periods during non-emergencies and declared emergencies.
- Control of Pandemic Flu Virus on Environmental Surfaces in Homes and Public Places
  Explains what and how to clean and disinfect surfaces to help prevent the spread of pandemic influenza.
- 

  Community Strategy for Pandemic Influenza Mitigation (PDF - 10.3 MB)
  Plan Now to Be Ready for the Next Flu Pandemic (PDF - 213.55 KB);(DOC - 51 KI
  The Next Flu Pandemic: What to Expect (PDF - 226.83 KB); (DOC - 47 KB)
  CDC guidelines on actions, designed primarily to reduce contact between people, community government and health officials can take to try to limit the spread of infe should a pandemic flu develop. Appendixes 5, 6, and 7 contain information for chil programs, elementary schools, and colleges and universities.
- Interim Public Health Guidance for the Use of Facemasks and Respirators in Non-Occupational Community Settings durir Influenza Pandemic (Centers for Disease Control and Prevention)
  Provides information on influenza transmission and gives recommendations on when to use masks and respirators in pub settings and communities. Gives additional actions to reduce the possibility of infection.
- Emergency Planning: Influenza Outbreak (U.S. Department of Education)
  Access resources on how to prepare schools and colleges for an influenza pandemic.
- Pandemic Planning Examples of State and Local Plans and Planning Efforts (U.S. Department of Education)
  The Department of Education has gathered information on state and local pandemic planning efforts to help others begin their pandemic influenza plans.
- Pandemic Flu: A Planning Guide for Educators (U.S. Department of Education)
  Identifies issues to consider when planning for seasonal flu, a mild or moderate pandemic flu, or a severe pandemic. It tell "flu pandemic" is, how influenza spreads, and what can be done to limit the spread of the flu.

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- Pandemic Flu: A Planning Guide for Educators (PDF - 488 KB) (U.S. Department of Education)
  Guidance for educators and school officials focusing on implications of the type of prolonged school closure that is recomı for severe pandemics. Guidance is in question-answer format.
- Understanding Avian Influenza Lesson Plan (PDF - 7.42 MB) (U.S. Department of Agriculture)
  Resource for teaching high school biology students about avian influenza, specifically highly pathogenic H5N1.
- No Ordinary Flu
  Available in 21 languages. A comic book about an influenza pandemic. It also provides information about the 1918 influe pandemic. (Public Health – Seattle & King County Advanced Practice Center)

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