WASHINGTON STATE BOARD OF HEALTH

Notice of Public Meeting

School Environmental Health and Safety Rule Project
Technical Advisory Committee
Thursday, October 31, 2024, 9:00 a.m. – 3:00 p.m.
Physical meeting location:
Cherberg Building
304 15th Ave. SW
Olympia, WA 98501
Meeting Room: ABC
Virtual meeting: ZOOM Webinar
(hyperlink provided on next page)
Language interpretation available

Agenda

Time	Agenda Item	Speaker
	Call to Order	Patty Hayes, TAC Chair
9:00 a.m.	1. Minutes Review	Patty Hayes, TAC Chair
9:10 a.m.	2. Reminders	Patty Hayes, TAC Chair
9:15 a.m.	3. Introductions	Karen Langehough, Facilitator
9:40 a.m.	4. Objectives and Meeting Agreement	Karen Langehough, Facilitator
9:50 a.m.	5. Language: Noise	Karen Langehough, Facilitator
10:05 a.m.	6. Language: Lighting	Karen Langehough, Facilitator
10:20 a.m.	Break	
10:30 a.m.	7. Language: Temperature	Karen Langehough, Facilitator
10:50 a.m.	8. Language: Ventilation	Karen Langehough, Facilitator
11:20 a.m.	9. Subcommittee Language Review	Karen Langehough, Facilitator
12:00 p.m.	Lunch	
12:30 p.m.	10. Language: Indoor Air Quality	Karen Langehough, Facilitator
1:30 p.m.	Break	
1:40 p.m.	11. Language: Specialized Rooms	Karen Langehough, Facilitator
2:40 p.m.	12. Open Discussion/Questions	Karen Langehough, Facilitator
2:45 p.m.	13. Recap	Karen Langehough, Facilitator
2:50 p.m.	14. Next Steps	Andrew Kamali, Project Manager
3:00 p.m.	Adjournment	

WASHINGTON STATE BOARD OF HEALTH

To access the meeting online and to register:
https://us02web.zoom.us/webinar/register/WN_5IPDrfvdRSiaeXxvBdeHKA

You can also dial-in using your phone for listen-only mode:

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Webinar ID: 815 2818 7599
Passcode: 145871

Important Meeting Information:

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

Public comments and recommendations. You can comment on the draft rule in December 2024 during focus groups, or you can submit comments online by going to School Environmental Health and Safety Rule comment form.

WASHINGTON STATE BOARD OF HEALTH

Aviso de reunión pública
Proyecto de normas de salud y seguridad ambiental escolar
Comité de Asesoramiento Técnico
Jueves 31 de octubre de 2024, de 9:00 a. m. a 3:00 p. m.
Lugar de la reunión:
Cherberg Building
304 15th Ave. SW
Olympia, WA 98501
Sala de reunión: ABC
Reunión virtual: seminario web por Zoom
(hipervínculo en la página siguiente)
Hay servicios de interpretación a otros idiomas disponibles.

Orden del día

Hora	Punto del orden del día	Orador
	Apertura	Patty Hayes, presidenta del TAC (por su sigla en inglés, Comité de Asesoramiento Técnico)
9:00 a.m.	1. Revisión de actas	Patty Hayes, presidenta del TAC (por su sigla en inglés, Comité de Asesoramiento Técnico)
9:10 a.m.	2. Recordatorios	Patty Hayes, presidenta del TAC (por su sigla en inglés, Comité de Asesoramiento Técnico)
9:15 a.m.	3. Presentaciones	Karen Langehough, facilitadora
9:40 a.m.	4. Objetivos y acuerdo de la reunión	Karen Langehough, facilitadora
9:50 a.m.	5. Contenido: ruido	Karen Langehough, facilitadora
10:05 a.m.	6. Contenido: iluminación	Karen Langehough, facilitadora
10:20 a.m.	Receso	
10:30 a.m.	7. Contenido: temperatura	Karen Langehough, facilitadora
10:50 a.m.	8. Contenido: ventilación	Karen Langehough, facilitadora
11:20 a.m.	9. Revisión de los contenidos por parte del subcomité	Karen Langehough, facilitadora
12:00 p.m.	Almuerzo	
12:30 p.m.	10. Contenido: calidad del aire interior	Karen Langehough, facilitadora
1:30 p.m.	Receso	
1:40 p.m.	11. Contenido: laboratorios, talleres y salas especializadas	Karen Langehough, facilitadora
2:40 p.m.	12. Debate abierto y preguntas	Karen Langehough, facilitadora
2:45 p.m.	13. Recapitulación	Karen Langehough, facilitadora
2:50 p.m.	14. Próximos pasos	Andrew Kamali, gerente de proyectos
3:00 p.m.	Levantamiento de la sesión	

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Para acceder a la reunión en línea y registrarse:
https://us02web.zoom.us/webinar/register/WN_5IPDrfvdRSiaeXxvBdeHKA

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Id. del seminario web: 815 2818 7599
Contraseña: 145871

Información importante sobre la reunión:

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

Recomendaciones y comentarios públicos Puede hacer comentarios sobre las normas preliminares en diciembre de 2024 durante los grupos de discusión, o puede presentarlos en línea en el formulario de comentarios del Proyecto de normas de salud y seguridad ambiental escolar.

WASHINGTON STATE BOARD OF HEALTH

School Environmental Health and Safety Rule Project 2024 - 2025

TAC Membership

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

School Environmental Health and Safety Rule Project 2024 - 2025

TAC Membership

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

TAC Membership

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

School Rule Project Staff

Andrew Kamali
School Rule Project Manager

Nina Helpling
Policy Advisor

Mary Baechler
Community Engagement Coordinator

Marcus DeHart
Communications Consultant

Crystal Ogle
Administrative Assistant

GUIDANCE FOR SPEAKING WITH LANGUAGE INTERPRETATION

The Washington State Board of Health (Board) offers American Sign Language and Spanish interpretation during our regular public meetings. We do this as a part of our work towards increasing language access.

We ask all speakers at Board meetings to follow this guidance to create an accessible meeting environment. If you have any questions or need guidance for presenting, please contact Board staff for support.

WHAT TO EXPECT DURING A BOARD MEETING

- You will receive a simplified version of this document at your seat on the day of the Board meeting.
- Board staff or interpreters may give you cues to slow down your pace. The cues may include:
  - Raising a paddle sign to signal you to slow down.
  - Making a brief verbal interruption asking you to slow down.

TIPS FOR SPEAKING AND PRESENTING DURING THE MEETING

We ask that you help us mitigate the need for interruptions by speaking at a comfortable pace. Our ASL and Spanish interpreters cannot deliver your message accurately if you speak too quickly.

- Take a breath after each sentence to give the interpreter time to deliver your message.
- If you are reading from a script, please be aware that you may read faster than you speak.
- To help the interpreters and audience identify you, state your name each time you begin talking.
- Wait until someone else finishes speaking before you speak. Interpreters can only choose one person to interpret at a time.
- Pause after introducing technical terms, proper nouns, dates, numbers, or figures to allow for interpretation.

TIPS FOR TECHNICAL TERMS

- We recommend including a pause after introducing technical terms, proper nouns, dates, numbers, or figures.
  - Example: *"This briefing will discuss rulemaking around newborn screening for Ornithine Transcarbamylase Deficiency (OTCD) [pause for interpretation, wait for cue from interpreter to continue], Chapter 246-650 WAC [pause for interpretation, wait for cue from interpreter to continue]."*
- After you introduce technical terms or proper nouns use their acronyms for the remainder of the introduction.
  - Example: *"For the remainder of this discussion, I will refer to this condition as OTCD."*
- If you are using visual materials (e.g., tables), incorporate descriptive language of the visual material.
  - Example: *"This is a table showing XXXX. And now, we'll look at this part of the table…"*

WASHINGTON STATE BOARD OF HEALTH

Minutes for School Environmental Health and Safety Rule Project Technical Advisory Committee Meeting

October 17, 2024

Hybrid Meeting
ASL (or CART)
Lord Mansion
211 21st Street
Olympia, WA 98501
Meeting Rooms: Main Floor
Virtual meeting: ZOOM Webinar

Technical Advisory Committee members:

In-Room Participants

Patty Hayes, RN, MSN, Chair
Erin Hockaday, Benton Franklin Health District
Geoff Lawson, WAMOA and Auburn School District
Jared Mason-Gere, Washington Education Association
Lauren Jenks, Washington State Department of Health
Laurette Rasmussen, Whatcom County Health & Community Services
Pam Schwartz, Washington State Catholic Conference/Catholic Schools
Preet Singh, Bellingham Public School
Suzie Hanson, Washington Federation of Independent Schools
Tammy Allison, Washington Association of School Business Officials
Ted Dehnke, Evergreen Public Schools (Clark County)

Online Participants

Becky Doughty, Spokane Public Schools
Brian Buck, Lake Washington School District
Brian Freeman, Inchelum School District
Brook Wilkerson, School OPS
David Hammond, Washington Association of School Administrators (WASA)
Devon Kellogg, Washington State PTA (reside in Lake Washington SD)
Jacob Cook, Parent
Kate Espy, South Kitsap School District
Kellie Lacey, Richland School District
Kevin Jacka, The Rural Alliance
Laura Peterson, Washington State PTA (reside in Everett School District)
Roz Thompson, Association of Washington School Principals
Samantha Fogg, Washington State PTA (Seattle Public Schools)
Steve Main, Spokane Regional Health District
Tyler Muench, Office of Superintendent of Public Instruction (OSPI)

Technical Advisory Committee members absent:

Jaime Bodden, WSALPHO
Jeff Rogers, WAMOA and Auburn School District
Nicole Roel, Washington Association of School Business Officials
Dan Steele, Washington Association of School Administrators (WASA)
Bailey Stanger, Benton Franklin Health District
Kelly Cooper, Washington State Department of Health
Susan Baird-Joshi, Washington State PTA (reside in Lake Washington SD)
Jessica Sankey, Bellingham Public School
Kenney Johnson, Lake Washington School District
Nicole Daltoso, Evergreen Public Schools (Clark County)
Sandra Jarrard, Spokane Public Schools
Anders Lindgren, School OPS
Richard Conley, The Rural Alliance
Sandy Phillips, Spokane Regional Health District
Sharon Ricci, Washington Federation of Independent Schools
Julie Salvi, Washington Education Association
Gina Yonts, Association of Washington School Principals
Kelsey Greenough, Richland School District
Doug Rich, Washington State Catholic Conference/Catholic Schools
Randy Newman, Office of Superintendent of Public Instruction (OSPI)

Technical Advisory Committee staff present:

Andrew Kamali, Project Manager
Nina Helping, Policy Advisor
Marcus Dehart, Communications
Michelle Larson, Communications
Mary Baechler, Community Outreach Coordinator
Crystal Ogle, Administrative Assistant

Guests and other participants:

Karen Langehough, FirstRule, Facilitator
Scott Reynolds, MPH, RS, SEHS+IAQ Program, Washington State DOH
Elizabeth Jakab, MS, CSRM, Puget Sound Educational Service District
Ali Boris, School Health and Safety and Indoor Air Quality Program, Office of Environmental Health and Safety, Washington State Department of Health

1. Minutes Review

Patty Hayes, Committee Chair, welcomed committee members and opened the School Rules Technical Advisory Committee meeting.

No discussion from the committee.

2. Reminders

Chair Hayes reminded members of the logistics for using microphones and being mindful of the interpreters and people online.

3. Introductions

Karen Langehough, Facilitator, asked committee members and staff to introduce themselves. See the list of in-room and online participants above.

4. Objectives and Meeting Agreement

Facilitator Langehough reviewed the objectives for today's meeting and previously discussed TAC agreements on how to work together.

5. Water Quality

Facilitator Langehough introduced the section's intent.

This section of the proposed rule is focused on providing minimum standards for water quality monitoring and maintenance of school water systems. It includes recommendations from the Department's Office of Drinking Water:

- *Office of Drinking Water recommends school follow chapters 246-290 and 246-291 WAC and RCW 28A.210.410.*
- *The Office of Drinking Water recommends that each school prepare a water management plan.*

Basic Water Management Plans would consist of:

- *Basic plumbing diagrams calling out dead ends, water relief valves, potential cross contamination areas, backflow devises, and water flow diagram.*
- *Water heater and boiler maintenance schedules.*
- *Fixture age and repair/replacement schedule.*

Should a Water Quality Management Plan be a requirement of WAC 246-370?

Chair Hayes pointed out that there is no language for this section yet. This is a general discussion of whether to include a water quality management plan.

Facilitator Langehough explained that the Office of Drinking Water recommended a water quality plan, but it is not a requirement.

Nina Helpling, Policy Advisor, referenced an email sent the night before with examples of a water quality management plan.

Andrew Kamali, Project Manager, referenced elements in the applicability section about lead testing. It's already required and that's why we are not discussing it here.

PA Helpling discussed RCW WAC water quality parameters and conversations with schools regarding current practices for building maintenance and lead testing. They further identified the New York City plan as a basis for this plan. The sample plan is for a larger school. For smaller schools, it wouldn't be as complex. They removed references to Legionella, which was the primary focus of the New York plan.

Facilitator Langehough asked if the language of this rule would be required.

Lauren Jenks, Committee Member, asked if there is a size of building or school that this sample plan would apply to. Generally, water management plans for Legionella are used with big hotels and could be important in a large school.

PA Helpling replied that it could consider Legionella if there is a cap for size or if it's useful for all schools to have a basic system.

Erin Hockaday, Committee Member, discussed familiarity with plans for Legionella based on passive principles. It would be good to know what conditions the plan looks for if not Legionella.

PA Helpling replied that this plan addresses cross-connections control and possible hazards in the water system like contaminated water going back into the main potable water and discussed possible scenarios that this could apply to. This water management plan addresses those concerns.

PM Kamali stated that the purpose of this plan is to prevent contamination of your potable water system and to make sure that the maintenance of your water system is up to date.

Chair Hayes asked inspectors and local health jurisdiction staff how they would look at this. Do we as a committee recommend providing this important information to school officials? Or do we require a plan like this sample? It's about the water system, not clean water. How far do we go in technical assistance versus requiring it? Do you school officials already look at and address these kinds of issues?

Member Hockaday stated that they do not look at this level. Typically, this would be a water system or a larger building. They expressed interest in using best practices to prevent contamination and maintaining water system components on a routine schedule. They proposed incorporating guidance in a new guidance section. We would use these best practices in routine discussions.

Laura Rasmussen, Committee Member, agreed with Member Hockaday. This is not something we would be looking at. This type of water management plan would be something for a nursing home.

Brian Freeman, Committee Member, discussed familiarity with maintenance as required by statute in Alaska. Wondering how expensive this would be. A small district would not be able to document. Architects or plumbers are the experts for this. They envision the cost for 25,000, 50,000, or 100,000 square foot facility. The cost could be significant and require software to manage the system.

Facilitator Langehough asked whether we wanted to include this or not. If we say yes, there will be a cost analysis after we determine the minimum requirements.

Steve Main, Committee Member, explained that during school inspections, we look at the potential for cross-connection issues. They questioned the impact on smaller schools. Some schools lease facilities. Some are in strip malls or churches. We have a few districts with only one school in the district. With this plan, how would the local health jurisdiction evaluate, how would we communicate any requirements that are different than the Office of Drinking Water? In our county, the Office of Drinking Water communicates with schools

directly and copies our agency. We communicate with the office and the school. How would this benefit the process?

Facilitator Langehough asked for clarification. Is the question about why and what is the benefit, why the office of drinking water recommends having a plan like this.

Member Main understood why the Office of Drinking Water would ask for this. They were curious about why it would also need to be part of this rule. They expressed concerns for small private schools with fewer than 50 kids. It would have to be scalable for the size of the school and the districts.

Member Jenks recommended not including a water plan in the rules. Are there triggers aside from Legionella that might bring in the local health jurisdiction? This plan is for larger buildings with complex systems.

Facilitator Langehough asked if the committee was ready to vote.

Brian Buck, Committee Member, added that this is highly prescriptive when we already have regulatory requirements for backflow testing with our local jurisdictions and extensive water quality testing requirements from the state. This plan is a best practice.

Devon Kellogg, Committee Member, asked if this plan addresses preventing burst pipes.

PA Helpling explained that the plan would provide pipe mapping and flow in the burst pipe scenario to identify shutoffs, but it would not prevent burst pipes.

Facilitator Langehough called for the vote.

Voting Results

Include	Don't include
5	19

Facilitator Langehough announced a consensus to not include a water management plan in the rule. They added that there was a recommendation to include a water management plan only as a best practice.

Chair Hayes suggested adding it to the guidance document for the Department of Health (Department) K-12 guide.

Member Jenks agreed and suggested that the guide could describe the kind of building a plan would be most relevant for.

6. Language: General Building Requirements

Facilitator Langehough introduced the section intent.

- *The intent of this section of the proposed rule is to set standards that are focused on promoting health and safety and mitigating risks from pests, falls, and unsanitary conditions.*
- *This section will also cover requirements around accessibility and storage.*

School Officials Shall Section (1) – (3)

Facilitator Langehough introduced the language:

Proposed Language

> *A school official shall:*
> *(1) Keep school facilities clean and in good repair;*
> *(2) Design school facilities to minimize conditions that attract, shelter, and promote the propagation of insects, rodents, bats, birds, and other pests of public health significance;*
> *(3) Install floors throughout the school facility that suit the intended use, allow easy cleaning, and dry easily to inhibit mold growth and mitigate fall risks;*

Facilitator Langehough said we are focused on mitigating risks from pests, falls, and unsanitary conditions. Based on the table in the packet, we are looking at rows 1, 3, and 4.

Member Freeman asked if this would only apply to new buildings or include remodeled buildings.

Facilitator Langehough confirmed that the intent is to apply to all buildings.

Member Freeman asked about existing buildings. If the flooring is not suitable for the intended use, does this say the school would need to rip up the flooring and install new.

Geoffe Lawson, Committee Member, discussed having a lack of custodial staff and asked the local health jurisdictions if they have guidance for school districts to know the priority areas to clean or how often.

Member Hockaday recommended that if a school is facing a custodial staffing crisis to connect with their local health jurisdiction to develop a plan, but the Departments comprehensive cleaning and disinfection guides for schools is a basis.

Laurette Rasmussen, Committee Member, said that they can work with Member Lawson on it.

Member Lawson agreed and said they are looking to prioritize health and safety cleaning first to the people who have not been custodians before.

Chair Hayes said that number (2) does seem to talk about design and the third one about installing, so how would a local health jurisdiction use this language.

Member Jenks asked if we are required to say “the school official shall” or could we take that out and talk about what the floor should look like as it does in the current WAC.

PA Helpling suggested wordsmithing the language to take out the action verbs, so it doesn’t imply they need to do something now.

The committee took a break at 10:17 a.m. and returned at 10:40 a.m.

The committee decided to skip the first vote and revise the language.

Revised Language

> *A school official shall ensure that school facilities:*
> *(1) Are clean and in good repair;*
> *(2) Do not attract, shelter, and promote the propagation of insects, rodents, bats, birds, and other pests of public health significance;*
> *(3) Have floors that suit the intended use, allow easy cleaning, and dry easily to inhibit mold growth and mitigate fall risks;*

Facilitator Langehough said that based on the discussion before the break, we incorporated putting less emphasis on the who while still holding accountability and making language more reflective of current and future state.

Facilitator Langehough reviewed the updated language and opened it up for additional discussion.

Pam Schwartz, Committee Member, asked about the language “have floors” and wanted more clarification on that.

Member Hockaday said that in general, the types of flooring you would see in schools would include tiles, sealed concrete, tightly woven carpet, and maybe wood. From their department's perspective, if a school did not meet this requirement, they would not make someone rip it out unless it posed a public health risk.

Facilitator Langehough called for a vote using fist to five.

Voting Results

Fist	1	2	3	4	5
0	0	0	5	5	13

Facilitator Langehough announced a consensus for the revised language.

School Officials Shall Section (4) – (6)

Facilitator Langehough asked if it was intentional to repeat water temperatures here.

PA Helpling said we weren’t sure if it was going to be in the last language, so we left it here in case it wasn’t covered. But it does not need to be in both places.

Member Freeman asked for clarification on number (4). What about school districts that do not have lockers in secondary schools?

Member Buck responded that some of their schools have lockers, and some don’t.

Member Lawson discussed how their new elementary schools have lockers, but their older schools have rolling cubbies.

Tammy Allison, Committee Member, mentioned that some of their sports equipment is in containers outside.

Member Jenks asked if the intent is to prevent fall risks and not clutter the hallways.

PA Helpling confirmed that it is the intent.

PM Kamali confirmed that the intent is not to require lockers. It's to ensure these things are properly stored and accessed safely.

Member Muench requested rewording number (4) to focus on proper storage, access, and mitigating tripping hazards. They discussed how the state allocates space and is reluctant to say, “provide sufficient space.”

Member Hockaday said this is identical to the existing language and agreed with what Member Muench said to focus on the hazards here. They asked what the purpose was for the reference to space being lighted and ventilated.

Facilitator Langehough recommended that the committee skip the first vote and go straight revisions. There were no objections.

Member Kellog discussed having a place to hang coats to dry so they do not get moldy.

Member Buck asked if someone could explain and describe number (5) a bit further.

PM Kamali said per the Americans with Disabilities Act (ADA), you must have accessible bathrooms. They said that we are not requiring every bathroom to be accessible, but that accessible toilets and handwashing facilities are available.

Samantha Fogg, Committee Member, reiterated that parents, guests, and visitors also need access to bathrooms, so this is an important thing for our schools to have.

Member Rasmussen said if you go back to what 366 says, it means it needs to be available, not that it must be ADA accessible.

Member Buck stated that there is an ADA code all new buildings must comply with and wanted to ensure we are not saying we must retrofit buildings based on number (5).

Member Fogg described seeing accessible bathrooms being locked due to vaping and how it poses a challenge.

Member Hockaday said that bathrooms for portables in larger schools are also a challenge. They discussed how portables are outside entrances where doors are locked for security reasons.

Facilitator Langehough reviewed and confirmed the changes the committee discussed for this language.

Revised Language

> *A school official shall ensure that school facilities:*
> *(4) Mitigate trip, fall, pest or other public health hazards by providing proper storage and access for student jackets or backpacks, play equipment, and instructional equipment;*
> *(5) Provide toilet and handwashing facilities accessible for use during school hours and scheduled events; and*

> *(6) Provide handwashing facilities with fixtures that maintain water temperatures between 85- and 120-degrees Fahrenheit.*

Member Freeman said that the original for number (5) was stronger.

Suzie Hanson, Committee Member, asked for more clarification on proper storage.

Facilitator Langehough suggested changing it to “properly stored.”

PM Kamali clarified that Member Hanson was discussing the why, so putting in instructional equipment to mitigate trip and fall hazards, and that maybe defines proper storage.

Member Hanson agreed.

Member Hockaday asked if we could include pests related to tripping hazards.

Member Rasmussen provided additional wordsmithing for the language.

Member Kellog said having a place to store student coats might not be an extreme health and safety issue, but it helps to not have a dripping coat when they go outside.

Member Hockaday said we could use a general statement such as “or other public health hazards.”

Facilitator Langehough reviewed the updated and added language discussed by TAC members and asked for any questions.

Member Hockaday said if we are taking out the word accessible in number (5), we need to find a replacement for that word because it is removing the intent for number (5).

PM Kamali suggested using “easily accessible.”

Member Buck voiced concern about having undefinable words such as “easily” and suggested some wordsmithing.

Member Fogg discussed seeing schools during events have toilets and handwashing facilities available but not having access to their ADA-accessible bathrooms available.

Facilitator Langehough called for a vote using fist to five.

Voting Results

Fist	1	2	3	4	5
0	0	0	5	8	11

Facilitator Langehough announced a consensus for the revised language.

Member Kellog asked if we would cover air quality in a different section.

PA Helpling confirmed that the committee will discuss air quality at the next meeting.

7. Language: Injury Prevention

Facilitator Langehough introduced the intent of this section.

This section is intended to establish basic requirements for preventing injuries like slip and falls in common area, such as stairwells, and appropriate chemical storage.

Facilitator Langehough introduced the language.

Proposed Language

> *A school official shall mitigate potential environmental health and safety hazards by, but not limited to:*
> *(1) Providing stairwells with handrails and stairs with surfaces that reduce the risk of injury caused by slipping;*
> *(2) Providing protection or barriers for areas that have fall risks such as, but not limited to, balconies and orchestra pits;*
> *(3) Storing unsecured playground equipment in a manner that prevents unauthorized use or injury;*

PA Helpling confirmed we will talk about injury prevention in a high-risk room later in our text.

Member Main asked if we need to include falls on stairwells, or if it should go in number (1) or (2).

Member Freeman asked if we have a section on playgrounds coming up.

PA Helpling confirmed that we do.

Member Freeman said we already addressed the storage of items in the last section, so is this redundant?

PM Kamali clarified that the other section was more about mitigating fall and pest hazards, whereas this section is about preventing unauthorized use.

Member Shwartz asked for clarification on the term “unsecured playground equipment.” Does this include portable equipment or structures?

PM Kamali clarified that this does not include play structures.

Member Fogg recommended referencing ramps in number (1). They also discussed how some schools use elevators for moving trash and students, a potential health hazard. Do we want to address removing those health hazards?

Facilitator Langehough added elevators as a parking lot item for later discussion.

Member Allison said there is only one elevator in one of their brand-new schools. It is the only thing that can move garbage and anything large or heave between floors.

Facilitator Langehough asked if we should align this language to focus more on what you are preventing then the specificity in what area—be more direct about the prevention and simplify the language.

Member Peterson added to Member Fogg's statement about ramps, which should not be bouncy. What about special needs walkers, since there is no appropriate storage for them?

Facilitator Langehough asked if the concerns of ramps would be covered in the ADA.

Member Hockaday confirmed the ramps would be covered under the building standards under the ADA. They suggested looking at the language from the suspended rule, not understanding why we changed it to just focus on playground equipment.

Facilitator Langehough said if we refocus on what we are trying to mitigate at the top, would that encompass all these things?

Member Freeman said for unsecured playground equipment, are we thinking of tricycles and things like that.

PA Helpling said it would be like jump ropes, basketballs, and things of that nature.

Member Schwartz said we should define that somewhere.

Member Hockaday said trip and fall hazards have already been discussed and are already covered in other areas, may be a bit redundant.

Member Rasmussen discussed thinking that this would be equipment in general such as PE items.

Facilitator Langehough suggested skipping the first vote and moving on to the second vote with revised language

Chair Hayes suggested removing number (3).

Member Rasmussen said if we take out playground, then you just have unsecured equipment.

Member Hockaday said if we keep the language specific to playgrounds, secured equipment is covered elsewhere. If the intent is to cover any piece of unsecured equipment, then that is not covered elsewhere and agreed with Member Rasmussen's comment.

Member Hanson said it would be easy to put ramps in there because they are used by all children in the school.

PM Kamali agreed.

Facilitator Langehough reviewed the updated language discussed by members and asked for any questions.

Revised Language

> *A school official shall mitigate potential slip and fall hazards by, but not limited to:*
> *(1) Providing stairwells and ramps with handrails and surfaces that reduce the risk of injury;*
> *(2) Providing protection or barriers for areas that have fall risks such as balconies and orchestra pits;*
> *(3) Storing unsecured equipment in a manner that prevents unauthorized use or injury;*

Facilitator Langehough called for a vote using fist to five.

Voting Results

Fist	1	2	3	4	5
0	0	0	3	6	14

Facilitator Langehough announced a consensus for the revised language.

Injury Prevention Section (4)

Facilitator Langehough introduced the language:

Language

> *(4) Storing chemical and cleaning supplies:*
> *(a) That observe manufacturer-use instructions, warning labels, and Safety Data Sheets for proper use and storage of the supplies;*
> *(b) With labels when diluted from bulk chemical or cleaning agents with the accurate agent name and dilution rates;*
> *(c) That retain the bulk or concentrated containers of cleaning and disinfectant agents for reference to labels and instructions until diluted contents are exhausted;*
> *(d) That are separated if incompatible substances; and*
> *To prevent unauthorized access or use;*

Member Allison asked if this was only for cleaning supplies, not lab chemicals.

Facilitator Langehough confirmed that lab chemicals are covered elsewhere.

Member Main asked if we would be addressing the use of chemicals and access to eye wash stations.

Facilitator Langehough said subsection (a) says “for proper use” and asked Member Main if we need to be more specific than that.

Member Main said that might suffice, but the beginning of the language says “storing” chemicals which could cause someone to think this is only about storing and not the actual use in the classroom as well.

Facilitator Langehough suggested adding “storing in use” or “use in storing” that might make it more direct.

Member Jenks said that the Department of Labor and Industries (L&I) would be responsible for that and was not sure if we need to address that here.

Member Hockaday asked Member Lawson about their student janitorial internships and wanted to make sure the students wouldn't handle chemicals.

Member Lawson said only custodians or those who are trained handle chemicals, not the students.

Member Hockaday said it's important to point out here then that (4)(e) needs to clarify school officials shall prevent the unauthorized use of chemicals.

Facilitator Langehough said this first section does say "the school official shall mitigate" so your point is made at the beginning, so not understanding the recommendations.

Member Hockaday said that it doesn't specifically say when it is in use

Facilitator Langehough asked if making that addition doesn't conflict with or duplicate what would be covered by L&I and then called for language revisions.

Revised Language

> *(4) The use and storing of chemical and cleaning supplies:*
> *(a) That observe manufacturer-use instructions, warning labels, and Safety Data Sheets for proper use and storage of the supplies;*
> *(b)With labels when diluted from bulk chemical or cleaning agents with the accurate agent name and dilution rates;*
> *(c) That retain the bulk or concentrated containers of cleaning and disinfectant agents for reference to labels and instructions until diluted contents are exhausted;*
> *(d) That are separated if incompatible substances; and*
> *To prevent unauthorized access or use;*

Member Rasmussen said maybe there should be some direction towards choosing greener and safer products in schools.

Facilitator Langehough said we do have that coming up next and called for a vote using fist to five.

Member Hanson recommended a way to organize the language.

Facilitator Langehough said let's keep this vote based on intent and we can capture that as well.

Voting Results

Fist	1	2	3	4	5
0	0	0	3	11	9

Facilitator Langehough announced a consensus for the revised language. They asked Member Hanson for their recommendation.

Member Hanson retracted their comment.

Injury Prevention Section (5) – (6)

Facilitator Langehough introduced the language.

Proposed Language

> *(5) Providing unscented and hypoallergenic cleaning and sanitation supplies when available; and*
> *(6) Provide written policy to mitigate injury and the spread of diseases if the school allows animals other than service animals in a school facility.*

Member Kellog recommended stronger language for section (5).

Member Hockaday recommended “fragrance-free,” not “unscented.”

Member Rasmussen agreed and suggested referencing the Environmental Protection Agency (EPA) Safer Choice chemical list.

Member Schwartz asked what “when available” means.

Member Lawson suggested it means when you have the budget for it. They agreed with the fragrance-free but added that it needs to say “when available” in there.

PM Kamali said we could ask the Department to reference the EPA guide in the K-12 guide and agreed to change the language to “fragrance-free.”

Member Freeman said it needs to be more than just “when available.”

Member Kellog said if we are looking at protecting student health then we should focus on the effects of the chemicals, not just whether it’s cost effective.

Member Hockaday said we need stricter guidelines for teachers bringing in their own cleaning products, which we see frequently.

Member Allison expressed concerns that costs would increase if you told districts to only buy certain brands of chemicals and that would cause a financial burden.

Member Lawson said that custodians are typically the only ones present when they clean.

Member Freeman said if it was not “when available” and there is no price point this becomes a mandate from the state and the Legislature would have to fund it. They said if we want this to go through, we shouldn’t add things that would require the Legislature to pass.

Member Rasmussen wondered if there is a way to separate what the custodians use and what the teachers use.

Member Hockaday suggested changing “hypoallergenic” to “low hazard” and “cleaning in a manner that minimizes exposure to students.”

Facilitator Langehough asked the staff to skip the first vote and move to revisions.

Chair Hayes asked Member Jenks if the K-12 guidance covers this or if it could address teachers bringing in cleaning supplies.

PA Helpling suggested putting that in the general building maintenance piece.

Member Jenks suggested adding it to the K-12 guide.

PM Kamali suggested that scent plug-ins can be added to the indoor air quality section of the rule.

Member Kellog suggested (5) should be a subsection of (4).

Member Rasmussen recommended changing it to “limited exposure to students” instead of “limited exposure to building occupants.”

Member Lawson agreed.

Member Hanson suggested changing it to “and” instead of “or.”

Member Hockaday said if we change it to “and” then we are making it stricter.

Facilitator Langehough asked Member Hanson if that was their intention.

Member Hanson said yes because no matter the chemicals used, they are not great for kids and wanted to imply that teachers should not use chemicals around students.

Facilitator Langehough confirmed that as an action item to add in the K-12 guide.

Member Lawson recommended using “or.”

Facilitator Langehough called for a vote using fist to five.

Revised Language

> *(5) Providing fragrance-free and low-hazard cleaning and sanitation supplies when available or cleaning at time and manner that would limit exposure to students; and*
> *(6) Provide written policy to mitigate injury and the spread of diseases if the school allows animals other than service animals in a school facility.*

Voting Results

Fist	1	2	3	4	5
0	0	0	1	14	9

Facilitator Langehough announced a consensus for the revised language.

The TAC took a break at 12:10 p.m. and returned at 12:40 p.m.

8. Language: Playgrounds

Facilitator Langehough introduced the intent of this section.

The intent of this section is to set playground construction review, maintenance, and safety standards to help mitigate risk and liability.

Playgrounds Sections (1)(a)

Proposed Language

> *(1) A school official shall:*
> *(a) Consult with the local health officer regarding playground review and approval requirements prior to:*
> *(i) Installing new playground equipment or fall protection surfaces;*
> *(ii) Adding new playground features or equipment to an existing playground; or*
> *(iii) Modifying existing playground equipment, features, or fall protection surfaces;*

Facilitator Langehough asked for an update from the Plan Review Subcommittee.

Member Jenks asked PM Kamali to summarize the subcommittee's most recent discussion.

PM Kamali stated that staff are currently drafting language to reflect subcommittee conclusions. First, if a school district extends an invitation to a Local Health Officer for a plan review, then the Local Health Officer needs to respond. Second, an invitation from a school district for consultation by a Local Health Officer needs to start at the 50% design development stage. Third, there should be flexibility for the school district and local health officer to collectively determine when the next check-in needs to occur.

Facilitator Langehough asked if any other subcommittee members wanted to provide additional comments. Hearing none, they asked for agreement that the committee would not vote on language for Playground Section (1)(a) during this meeting and instead align sections when language is prepared.

Facilitator Langehough confirmed agreement among members in the room and online.

Playgrounds Sections (1)(b)

Facilitator Langehough introduced the language specific to installation, maintenance, and operation of playground equipment.

Proposed Language

> *(b) Install, maintain, and operate playground equipment, including used equipment, and fall protection surfaces:*
> *(i) In a manner consistent with the ASTM F 1487-01: Standard Consumer Safety Performance Specification for Playground Equipment for Public Use; and*
> *(ii) In a manner consistent with the manufacturer's instructions and Consumer Product Safety Commission Handbook for Public Playground Safety, 2010;*

Facilitator Langehough asked members for comments or clarifying questions.

Member Rasmussen clarified the draft language refers to the American Society for Testing and Materials (ASTM) F version 1487-01 and noted the current version is ASTM F1487-21.

Member Freeman asked for clarification of the term “playground equipment.” Does exercise equipment fall under that phrase?

Member Hockaday explained that ASTM standards specifically exclude athletic equipment, so exercise equipment would not be covered under that standard.

Member Kellogg said that ASTM is unattainable unless people pay for the materials, which may limit some people from being able to review those materials. They asked if the standard also covers athletic fields and if outdoor air quality will be covered in the rule’s air quality section and whether shading, by either trees or structures, would be covered to address increasingly hot days.

Member Hockaday confirmed that all ASTM standards are behind a paywall. They clarified the standard addresses playgrounds and does not cover athletic fields. Both the ASTM and Consumer Product Safety Commission Handbook for Playground Safety have requirements and recommendations for shade for play structures. So appropriate shade for hot days and hot play equipment that may heat up in the sun is addressed.

Member Jenks asked whether the committee has purchased the ASTM standard and whether it could be shared on the screen. They would like the committee to see the standards before putting them into a rule.

Member Rasmussen confirmed they had an electronic copy that could be viewed.

Chair Hayes asked if there was a way for the Department to do a blanket purchase for schools to have access to the standards? They acknowledged the requirement to pay for access to the standard as a barrier. Alternatively, is there a way to take concepts of the standards and develop something here?

PM Kamali noted paywalls present a barrier and clarified that it is not uncommon practice for standards to be behind a paywall noting the entire building standards are behind a paywall. Staff could factor the cost into the fiscal analysis to be shared with the Legislature. They were unaware of a mechanism for the Department to buy and distribute copies of the standards due to copyright and licensing requirements. Identified as an action item for staff to research.

Member Hockaday said that two guidelines are referenced within the language. ASTM 1487 provides more technical information for inspectors to conduct plan reviews. The Consumer Product Safety Commission Handbook is the consumer version, and it is available for free. The two guidelines aren’t the same, but they are generally consistent with one another. We would probably expect a school to look at the Consumer Product Safety Commission Handbook to manage playgrounds, while inspectors will look at the technical standard. The ASTM standard should be referenced in the rule as it is the legal standard of care for a public playground in the U.S. whether located in a park or school.

Member Hanson asked who are the guidelines for—the people installing the equipment or the principal? A typical purchase of playground equipment also includes installation from the playground structure’s manufacturer.

Member Hockaday clarified that it is meant for both as some schools do install their own playgrounds. Anyone hired to install would be held to these standards. They said there are portions of the standards that the playground owner and operator need to know about for maintenance beyond installation.

Member Hanson reiterated that needing to purchase the standards for $100 indicates the rule would require principals and facilities staff to understand these codes to maintain and operate a playground presents an additional cost that should be referenced.

Facilitator Langehough said staff would research whether standards can be provided or how it can be incorporated into the fiscal analysis.

Member Hanson asked if it is problematic to put the version number of the referenced guidelines into the code as the version has changed.

PM Kamali clarified that the rule needs to reference a specific version of the standards so that all users know which standard they are expected to meet. Staff will update the language to reflect the most recent ASTM 1487-21 version.

Member Buck asked if the ASTM standards are referenced in any other WACs or just the proposed language for this WAC?

PM Kamali said staff could research the Department of Children Youth and Families (DCYF) requirements.

Member Hockaday said some elements are included in DCYF WACs, but the draft language represents the first reference to the whole ASTM standard. Member Hockaday clarified that the ASTM is already the legal standard that must be met within the U.S. As inspectors, reference to the standards allows local health jurisdictions to support schools and districts through funding and finding money to access the standards or developing resources to help meet the standards that schools should already be meeting.

Member Kellog said that the ASTM standards document includes language to consider shading and to address heat on metal slides. Plastic slides and metal bars also get hot. Shading and protection from burns in increasingly hot weather is a real consideration and something to call out within the rules.

Chair Hayes asked whether it would be more straightforward to move the ASTM focused language under the role of public health within the Local Health Officer section rather than making it a requirement for schools. Chair Hayes suggested that notifying schools that public health uses the national standards it may be a roundabout way to get schools more technical assistance and to move the system to meet existing national standards.

Facilitator Langehough stated that the standard is written for playground owners and operators so that they know how to properly install and maintain their equipment to these standards.

Chair Hayes clarified the suggestion to move the ASTM language to the Local Health Officer section is a change in the construction of WAC. It would state that public health is responsible for inspection of the ASTM standard, but it would not mandate schools to go

out and purchase the ASTM standards. This change may offer schools more flexibility to learn about the standards without the added cost burden.

Facilitator Langehough asked whether that would be a more consultative role.

Chair Hayes clarified the suggestion. The Local Health Officer section would require the health department to use the ASTM standards during inspections, rather than placing the expectation on the school itself. Option 1, as written, means the school needs to adjust and meet standards right now. Option 2, as suggested, the school knows that the health department will come in and do this. This places the requirement on the system rather than individual schools. The Educational Service Districts (ESD), school districts, and public health can determine how to educate everyone to these standards rather than an immediate burden on schools—doesn't change standards or inspection to that standard—flexibility in budgets of, education about, and phasing of new standards.

Facilitator Langehough asked whether moving the ASTM requirement to a new section changes where the accountability lies? If the school is accountable for knowing the standards but the reference is in the health officer section, does that create confusion?

Chair Hayes recommended staff ask this question of the Attorney General and further consider this option.

Member Rasmussen disagreed. Schools typically work with a playground manufacturing representative when purchasing and installing equipment. That representative needs to ensure that each piece of equipment meets the standards. It would be confusing to leave out the standard for schools because they wouldn't know what standard to consider when installing something new.

Member Buck clarified that the section for schools does not discuss inspection. Someone can inspect at a cursory level but there are inspectors from the health department, ESD, and insurance carriers who are trained or certified to inspect technical elements. This section focuses on basic requirements.

Member Hockaday agreed and provided additional context about ASTM standards including technical specifications of each piece of equipment. Unless someone is doing a home build, distributors already ensure each piece meets the standard. The requirements for operators, elements of the standards schools would want to access, include, setting up an inspection program, and conducting basic checks for hazards like loose bolts, broken glass, vandalism, etc. Basic checks should be completed frequently and should include a deeper review on an annual basis. The proposed language works from my perspective. Only a small piece of the large technical standards is relevant to schools.

Member Jenks asked about the level of overlap between ATSM and the Consumer Product Safety Commission's (CPSC) Handbook.

Member Hockaday said there is significant overlap. CPSC condenses ASTM into a consumer-friendly format. The level of detail included in the ASTM is appropriate for the manufacturer, the designer, or the inspector.

Member Jenks agreed with Chair Hayes' proposal that the school specific section reference the Consumer version, and the Local Health Officer section version include the ASTM.

Member Hockaday reiterated that there are elements in ASTM that are not covered in CPSC.

Facilitator Langehough clarified that members have a high-level understanding of what is included in both guidelines and that there is some concern about including the ASTM standards under the school official due to access barriers. If access is key to deciding on this language, the staff should consider access as an action item to research and bring information to the next meeting for a vote.

Member Allison asked for clarification on whether schools purchasing equipment are already meeting guidelines, but home-builds may be out of compliance.

Member Hockaday clarified that purchased playground equipment can also be out of compliance with these standards if there are mistakes made during installation. These are issues often identified during plan review. For example, the placement of two pieces of equipment may create an entrapment or entanglement hazard. Routine inspections generally focus on how the school maintains it.

Member Buck asked if either ASTM or the CPSC handbook addresses inspections and whether the rule is referencing that certification as part of the inspection.

Facilitator Langehough stated that this part of the rule does not focus on inspection, but inspection is part of the process.

Member Hockaday clarified that getting Certified Playground Safety Inspector (CPSI) certification, through the National Recreation and Park Association (NRPA), is a great way to train staff to meet the standard but is not required here. People who do take the certification course do get access to the ASTM standard through that course. But this is not feasible for all schools or districts to have a CPSI on staff.

Facilitator Langehough said that committee members seem to be on the fence on where the ASTM reference belongs in the school official or health official. They called for a vote to determine whether to adopt the language as is or with modification.

Voting Results

As is	With edits
21	1

Facilitator Langehough announced a consensus to pass the language as is.

Playgrounds Sections (1)(c) – (e)

Facilitator Langehough introduced the language.

Language

> *(c) Provide playground plans and equipment specifications and any additional information the local health officer request;*

> *(d) Obtain plan review and written approval from the local health officer before installing, adding, or modifying playground equipment or fall protection surfaces; and*
> *(e) Prohibit the use of chromated copper arsenate or creosote-treated wood to construct or install playground equipment, landscape structures, or other structures on which students may play.*

Member Jenks asked whether creosote is still an issue and whether the specific language is necessary?

Members Hockaday confirmed that creosote railroad ties are still occasionally an issue at schools.

Member Freeman asked whether providing playground plan specifications would only be required for a new piece of equipment as part of the initial plan approval. Member Freeman said finding specifications for old equipment may be difficult or impossible.

Facilitator Langehough asked staff to clarify the proposed language.

PA Helpling clarified that the section specifies the opening of a new playground, adding new features, or modifying existing playground equipment. Having plans available would be pertinent if a school was modifying existing playground structures.

PM Kamali said this section is focused on new installations, but it would be helpful to find plans for modifying an existing playground structure.

Facilitator Langehough called for a vote to determine whether to adopt language as is or with modifications.

Voting Results

As is	With edits
21	0

Facilitator Langehough announced a consensus to pass language as is.

Playgrounds Sections (2)(a) – (c)

Facilitator Langehough introduced the language.

Proposed Language

> *(2) The local health officer shall:*
> *(a) Consult with a school official to determine requirements for playground plan review and approval consistent with the scope of the project;*
> *(b) Review playground plans and equipment specifications to confirm that the requirements of these rules are addressed;*
> *(c) Identify and request any additional documents required to complete the review;*

Member Hanson asked whether any recommendations or requirements outline how long before the Local Health Officer must respond to a playground plan review request. Health

department funding and staff capacity challenges could potentially disrupt a timely review process and create a problem for schools.

PM Kamali said that the subcommittee on Playground Plan Reviews worked on this issue and the plan review section will include a general timeline for when a Local Health Officer needs to respond.

Facilitator Langehough called for a vote to determine whether to adopt language as is or with modifications.

Voting Results

As is	With edits
21	0

Facilitator Langehough announced a consensus to pass language as is.

Playgrounds Sections (2)(d) – (f)

Facilitator Langehough introduced the language.

Proposed Language

> *(2) The local health officer shall:*
> *(d) Provide written approval or denial of the playground plans and equipment specifications within thirty days of receiving all documents needed to complete the review unless the school officials and the local health officer agree to a different timeline;*
> *(e) Verify that playground installation complies with the requirements of this section; and*
> *(f) Coordinate all playground-related inspections with the school official.*

Facilitator Langehough asked committee members to share any comments and questions. Hearing none, they called for a vote to determine whether to adopt the language as is or with modifications.

Voting Results

As is	With edits
22	0

Facilitator Langehough announced a consensus to pass language as is.

9. Language: Introduction to Indoor Air Quality

Facilitator Langehough introduced Ali Boris, Indoor Air Quality (IAQ) Specialist for the School Health and Safety and Indoor Air Quality Program from the Office of Environmental Health and Safety at the Washington State Department of Health.

Presenter Boris introduced her colleagues online: Scott Reynolds from the Washington State Department of Health and Elizabeth Jakab of the Puget Sound Educational Service

District. The three of them joined the meeting to discuss clean classroom air. The mission of the Environmental Health and Safety Program is to work with partners across the state to promote and incorporate environmental health and safety into their design, maintenance, and operation.

Presenter Boris explained that poor indoor air quality causes health issues in students and staff and affects the learning environment. It has been linked to decreased test scores, poor learning, and student and staff absences, which cost schools a considerable amount of money. The solution has been available for some time—the Indoor Air Quality Management Plan (IAQMP).

Presenter Reynolds shared that poor IAQ has been linked to various health issues including respiratory infections, asthma, coughing, eye irritation, headaches, and allergic reactions. It has also been shown to reduce math and language exam results. Improving IAQ results in positive educational outcomes and a decrease in school absenteeism.

An IAQMP is a written procedure, and a practice used to prevent and control air quality. Resources are available to schools and districts on the EPA's website, called *Tools for Schools*. Presenters proposed that a plan can be simple and low-cost. They estimated that a plan would need a range of 21 to 31 hours to set up with an estimated 9 to 18 hours weekly to manage the plan.

A plan would begin with identifying a coordinator. The plan should include someone familiar with the building's HVAC system and building maintenance and operations. Support from school administration is key to a successful plan.

The presentation included case studies and statistics to back up an IAQMP. New Jersey, Oregon, Wisconsin, Connecticut, Rhode Island, and Minnesota all require schools to have plans.

Presenter Jakab shared experiences of plans in practice. They have observed school environments and spoken with staff and administration about their challenges. The EPA's *Tools for Schools* guide has good content, but it can be overwhelming. In summary, the three most important points to an IAQMP include the following: good ventilation (HVAC system), pollution control or reduction (chemical/biological, simple dust), and communication collaboration (stakeholders).

The presentation included photos illustrating some common issues. One example included cluttered classrooms with a large amount of artwork, books, rugs, etc., which contributed to dust collection and air circulation issues. They explained the easy, low-tech fix of cleaning, removing unnecessary items, and organizing. A second example showed fragrances and cleaning and disinfecting products used in a classroom that contained higher-level health hazards and irritants. They explained that an easy solution would be the adoption of a policy for the use of approved, fragrance-free products only, that are low-level health hazards, and that the policy contains proper use and storage of products and chemicals.

The Department of Health has guidance on low-cost, low-hazard products. Creating an IAQMP and having a coordinator can save Washington schools money. While the primary goal of IAQ is health and safety, data shows that there can be financial costs to poor IAQ.

Not responding or responding late or in incompetent ways to complaints and concerns can lead to worries and concerns from staff and parents. If they feel unheard, they may file lawsuits costing schools millions of dollars. Health problems, lost productivity, disgruntled employees, disruption of quality education, maintenance programs distracted from primary goals, and buildings degrading without proper preventative maintenance can also contribute to the high cost of poor air quality.

The presentation concluded with an example of a model plan that was a three-page, editable document that could be tailored to the needs of the school.

10. Open Discussion/Questions

Facilitator Langehough encouraged committee members to take advantage of having the experts here and reminded them that indoor air quality is a topic for our next meeting.

Member Kellogg asked about gas pipe leaks and carbon monoxide poisoning and mentioned hearing a lot about it with IAQ and safety.

Presenter Jakab replied that those are covered under management of air contaminants and a gas leak would be under emergency management.

Presenter Boris added that carbon monoxide monitors are required in schools.

Member Jenks asked if IAQ addressed viruses. Is there enough data to give recommendations on disease prevention? What about carbon dioxide (CO_2) levels?

Presenter Boris answered that there is guidance on outdoor air ventilation rates and a minimum rate required by building codes for schools, which is currently 15 to 20 cubic feet per minute (CFM). The World Health Organization has a higher flow rate recommendation at 21 CFM, and the latest evidence supports 30 CFM. They keep their eye on the research.

Presenter Jakab stated that CO_2 is the gas that helps us understand ventilation. They monitor CO_2 levels as a proxy. Levels are simple to monitor, and there are good tools to know recommended numbers, how frequently to monitor, etc. During the pandemic, ventilation rates increased, but since then ventilation rates decreased because of energy consumption. School districts must decide what is more important: good airflow and the benefits it brings or energy conservation. These two go head-to-head. We advocate for increased ventilation.

Presenter Boris added that there are standards proposed for some IAQ parameters such as CO_2 concentrations, but we don't currently have these standards in place for particulate matter (PM) 2.5 and ultrafine particles.

Member Kellogg commented that it would be helpful to have guidance on wildfire smoke and has a list of chemicals of concern but suggested those topics could be saved for another time.

Facilitator Langehough agreed to save them for a future meeting.

Chair Hayes suggested that the committee consider including the tension between energy efficiency and the ability to achieve IAQ to the policymakers in the final report to the Legislature. Policymakers need to be aware of this struggle in the industry.

Member Buck agreed with Chair Hayes' statement. The Clean Buildings legislation creates significant challenges for school districts as they balance IAQ, thermal regulation, and energy efficiency.

11. Recap

Facilitator Langehough listed indoor air quality, lighting, and noise as topics for the next committee meeting on October 31, 2024.

Action items:

1. Incorporate new topics into the Departments new K-12 guide: water quality, referencing EPA standards, and green cleaning.
2. Find out if the state department can make the ASTM document available to all schools or build it into fiscal analysis.
3. Define unsecured playground equipment.

Parking lot items:

1. Share Department guidance for cleaning that has been published.
2. Get specific "recommended" shade language for playgrounds.

12. Next Steps

PM Kamali announced that the next meeting will be on October 31, 2024, in Olympia at the Cherberg Building. The committee will cover topics from the subcommittee along with parking lot items. Let us know if you have any changes in plans to attend in person as soon as possible. We have confirmed two additional meetings. We have a tentative virtual meeting scheduled for December 16, 2024. On January 16, 2025, we will have a hybrid meeting with in-person attendance in SeaTac that will cover the fiscal analysis of the rule. On February 6, 2025, we will have our final review of the rule. We will also review public comments collected during the public comment period. We will send a recap, and calendar holds for these dates.

Chair Hayes appreciated matching topics and would like to model respectful disagreements. Please communicate if there are ways to support this work.

The report to the Legislature is going to be very important. Key issues have been identified that can be provided to new legislators to level the conversation going forward. We have an opportunity for all to share key notes and stories.

ADJOURNMENT

Chair Hayes adjourned the meeting at 2:52 p.m.

WASHINGTON STATE BOARD OF HEALTH

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Patty Hayes, Chair

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

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WASHINGTON STATE BOARD OF HEALTH

School Environmental Health and Safety Rule Project 2024 - 2025

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

Objective

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

Team Expectations

We will:

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

Decision Making

- The committee will use Fist to Five and Ranked Choice Voting to make decisions.
- Primary or Alternate member voting: Both may attend, but the Primary speaks and votes. The alternate only speaks and votes when Primary is not in attendance.

Information Sharing

Board Project Team will:

- Email meeting materials 72 hours before the scheduled meeting
- Email updates and notices to TAC members and designated alternates
- Post information on 2024-2025 School Rule Review Project | SBOH (wa.gov)[1] to keep the public informed.

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

WASHINGTON STATE BOARD OF HEALTH

School Environmental Health and Safety Rule Project 2024 - 2025

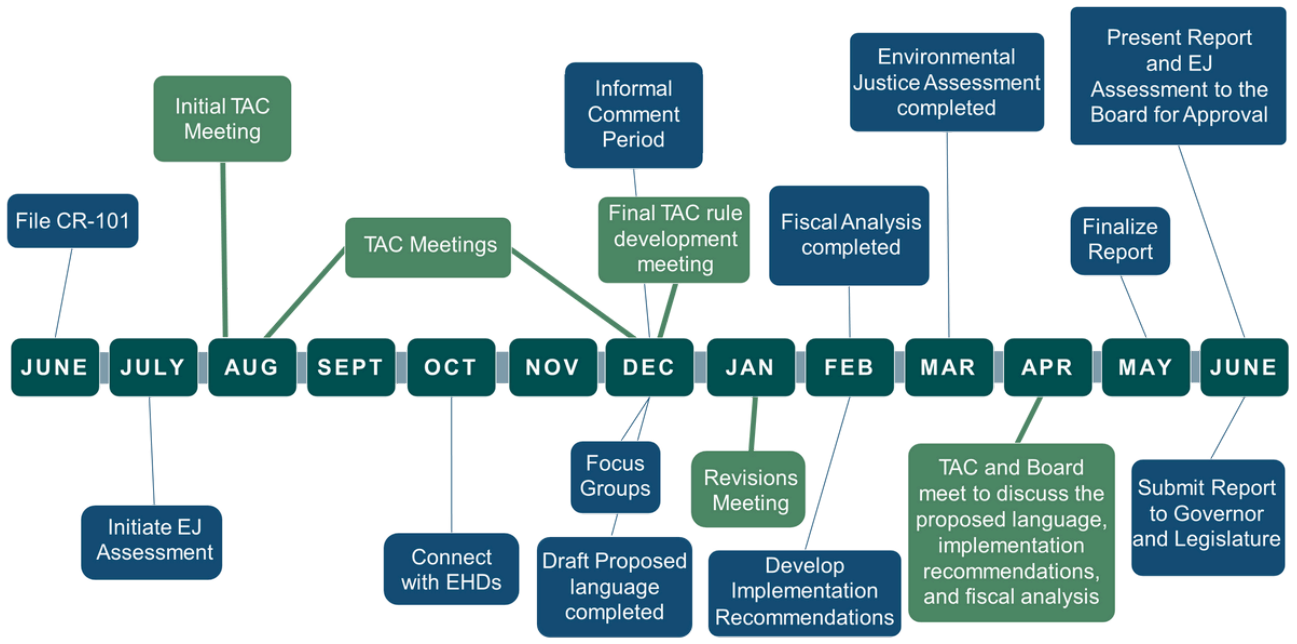
Reference Materials

- Chapter 246-366 WAC[2] Primary and Secondary Schools
- Chapter 246-366A WAC[3] Environmental Health and Safety Standards for Primary and Secondary Schools
- Chapter 296-800 WAC[4] Safety and Health Core Rules
- Title 110 WAC[5] Children, Youth, and Families, Department of

TAC Timeline

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

Project Timeline



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

Proposed Language for WAC 246-370
Oct 31, 2024, Technical Advisory Committee Meeting

WAC 246-370-XXX Noise

Terms for Noise

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

“Noise criterion” means a single number for rating the sound quality of a room by comparing actual or calculated sound level spectra with a series of established octave band spectra.

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

“Equivalent Continuous Sound Level” or “Leq” means the sound pressure level of a noise fluctuating over a period of time, expressed as the amount of average energy.

“Noise abatement” means measures taken to reduce unacceptable sounds or vibrations.

Language for Noise

(1) A school official shall:
- (a) Ensure that background noise will not exceed a noise criterion of NC-35 or equivalent when installing new or updating existing ventilation systems or other mechanical noise sources in areas where students are located.
- (b) Maintain the background noise in any part of a school facility where students are located that was constructed after January 1, 1990, at or below:
  - (i) 45 dBA (Leqx) where x is 30 seconds or more in classrooms;
  - (ii) 65 dBA (Leqx) where x is 30 seconds or more in specialized rooms with local exhaust ventilation systems.
- (c) Measure background noise levels when the ventilation system and the ventilation system's noise-generating components, such as the condenser and heat pump, are operating and the room is unoccupied by students.
- (d) Maintain noise exposure for students below the maximum levels in **Table X**.
- (e) Prohibit activities that expose students to sound levels equal to or greater than 115 dBA.
- (f) Provide and require students to use personal protective equipment where noise levels exceed those specified in Table X. Personal protective equipment must reduce student noise exposure to comply with the levels specified in Table X.

Table X Maximum noise exposures permissible	
Duration per day (hours)	Sound Level (dBA)
8	85
6	87
4	90
3	92
2	95
1-1/2	97
1	100
1/2	105
1/4	110

(2) Portable classrooms constructed before January 1, 1990, moved within the same school property or the same school district, are exempt from the requirements of this section if the portable classrooms:
  (a) Do not alter the noise abatement features;
  (b) Do not increase noise-generating features;
  (c) Were previously used for classroom instruction;
  (d) Do not change ownership; and
  (e) Are located on a site that meets the noise assessment requirements set forth in WAC 246-370-XXX (Site assessment subsection (3)(c)).

Language for Site Assessment

(3) A site assessment must include:
  (c) A noise assessment that measures noise from all sources.
    (i) The noise must not exceed:
      (A) An hourly average of 55 dBA or the mean sound energy level for a specified time in Leq60 minutes; and
      (B) An hourly maximum sound level, recorded during a specified time measured as Lmax, of 75 dBA during the time of day the school is in session.
    (ii) Sites exceeding these sound levels are acceptable if a plan for noise reduction is included in the new construction proposal and the plan for noise reduction is approved by the local health officer.

WAC 246-370-XXX Lighting

Terms for Lighting

- **"Foot-candle"** means a unit of measure of the intensity of light falling on a surface, equal to one lumen per square foot.
- **"Total solar energy transmission factor"** means the measurement of solar gain due to the glazing of a window or door.

Language for Lighting

A school official shall:

(1) Provide light intensities that meet or exceed those specified in **Table X**.
   (a) Natural lighting, energy-efficient lighting systems, lighting fixtures, or bulbs may be used to maintain the minimum lighting intensities.

Table X	
Lighting intensities measured 30 inches above the floor or on working or teaching surfaces. Some lighting fixtures may require a start-up period before reaching maximum light output.	
Task	**Min. Foot Candle Intensity**
General instructional areas, for example, study halls, lecture rooms, and libraries.	**30**
Specialized instructional areas where safety is of prime consideration or fine detail work is done, for example, family and consumer science laboratories, science laboratories (including chemical storage areas), shops, drafting rooms, and art and craft rooms.	**50**
Noninstructional areas including auditoriums, lunchrooms, assembly rooms, corridors, stairs, storerooms, and restrooms.	**10**
Gymnasiums: Main and auxiliary spaces, shower rooms and locker rooms.	**20**

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

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

(4) Provide lighting in a manner that minimizes shadows and other lighting deficiencies on work and teaching surfaces.
(5) Provide windows in sufficient number, size, and location to enable students to see outside at least 50 percent of the school day. Windows are optional in specialized rooms.

WAC 246-370-XXX Temperature

Terms for Temperature

"Readiness Plan" means a written guide to ensure the health and safety of the occupants of a school facility in the event of a particular hazard, such as extreme heat or wildfire smoke.

Language for Temperature

A school official shall ensure that non-specialized rooms in the school facility:

(1) Maintain a minimum temperature of 65 degrees Fahrenheit except for gymnasiums and hallways, which must be maintained at a minimum temperature of 60 degrees Fahrenheit; and
(2) Do not exceed a maximum temperature of 79 degrees Fahrenheit. If the temperature of the school facility cannot be maintained at or below 79 degrees Fahrenheit, the school official shall develop and implement a heat readiness plan.

WAC 246-370-XXX Ventilation

Terms for Ventilation

"HEPA filer" means a high-efficiency particulate air filter, a type of pleated mechanical air filter that can theoretically remove 99.97% of particles with a size of 0.3 microns.

"Carbon Filter" means a type of filter that uses activated carbon or charcoal to absorb air contaminants.

"Total ventilation" means the portion of air that is supplied to a designated zone from the outdoors, plus any filtered and recirculated air.

"Air cleaning technologies" means technologies used to reduce the levels of air contaminants in indoor air.

Language for Ventilation

A school official shall ensure a school facility:

(1) Provides filtered outdoor and recirculated air supplies in schools when occupied by providing at least:
  (a) Outdoor ventilation rates as set forth in chapter WAC 51-52-0403;
  (b) Total ventilation rate of at least 21 cubic feet per minute per person; and
  (c) Particulate filtration as set forth in WAC 51-52-0605 including a facility that has small ducted air handlers and ventilation systems.

(2) Permitted or constructed before the effective date of this section supplies filtered and recirculated air from the existing ventilation system, if feasible, that provides at least:
  (a) Outdoor ventilation rate as set forth in WAC 51-52-0403; and
  (b) Particulate filtration as set forth in WAC 51-52-0605 including a facility that has small ducted air handlers and ventilation systems.
(3) Operates and maintains the ventilation system using the manufacturer's best practice guidelines to ensure required ventilation flow rates are achieved;
(4) Maintains a quarterly ventilation filter and inspection routine and replaces filters according to manufacturer guidelines.
(5) Limits air cleaning technologies to mechanical air cleaners that only use physical filtration, such as HEPA and carbon filters, unless the local health officer approves an alternative air cleaning technology.
(6) Provides adequate ventilation for specialized rooms as set forth in WAC 246-370-XXX.

WAC 246-370-XXX Indoor Air Quality

Terms for Indoor Air Quality

"Integrated pest management" means a program that reduces sources of food, water, and shelter for pests by using the least toxic pest controls when necessary.

"Air contaminant" means pollutants in the air that could, depending on dose and circumstances, cause adverse health impacts.

"Emissions" mean substances released into the air, including gases and particles, from various sources.

"Air quality program coordinator" means the individual at the district or school level who is trained and tasked with implementing the indoor air quality management plan and has the authority to address indoor air quality concerns.

Language for Indoor Air Quality

A school official shall:

(1) Control sources of air contaminants by:
  (a) Excluding sources of potential air contaminants from a school facility; or
  (b) Providing a space with appropriately used and maintained ventilation to minimize student exposure to potential air contaminants;
(2) Develop and implement a plan to test for radon every five years in regularly occupied areas on and below the ground level;
(3) Install and maintain carbon monoxide detection and alarms in mechanical rooms and occupied zones as set forth in chapter 51-54A-0915 WAC;
(4) Prohibit the use of air fresheners, candles, or other products that contain fragrances;
(5) Physically contain construction activities that generate emissions or conduct construction at times that minimize student exposure;
(6) Promptly control sources of moisture and remediate mold using measures to minimize occupant exposure to mold and chemicals used during the remediation process;

(7) Implement a written indoor air quality management plan that the school adopts within five years of the effective date of this section that includes:
  (a) Routine preventative maintenance measures for areas of indoor air quality concerns;
  (b) Annual inspections of the heating, ventilation, and cooling systems for operation within intended parameters, including proper function of supply and exhaust systems;
  (c) An integrated pest management plan;
  (d) A readiness plan for poor outdoor air quality events; and
  (e) A school or district-wide indoor air quality program coordinator.

WAC 246-370-XXX Specialized rooms

Terms for Specialized Rooms

"Emergency eye wash fountain" means a hands-free device that meets the ANSI Z358.1-2014 standards.

"Emergency shower" means a hand-activated shower that meets the ANSI Z358.1-2014 standards.

“Magnetic switch” means a non-contact device used to monitor the position of machine guards, gates, and doors by sensing the presence or absence of a magnetic field and signaling the machine to shut down or enter safe mode if the field is interrupted.

“Source capture system” means a mechanical exhaust system designed and constructed to capture air contaminants at their source and release air contaminants to the outdoor atmosphere.

“Specialized room” means a room that has a specific function that requires equipment, furniture, or supplies not found in a standard room. This includes but is not limited to, a career and technical education room, laboratory, auto shop, art room, or health room.

Language for Specialized Rooms

A school official shall ensure specialized rooms that are part of a school facility include, if applicable:

(1) Emergency first aid fixtures.
  (a) Emergency eyewash fountain in each room where hazardous materials are used or eye irritants are produced;
  (b) Emergency shower in each room where hazardous materials are used, and the potential for chemical spills exists;
  (c) All emergency eyewash fountains and showers must have unobstructed access and be within 10 seconds of use and less than 50 feet from anywhere in the room.
(2) Emergency shut-off valves or switches for gas and electricity connected to stationary machinery. Valves or switches must:
  (a) Be located close to the room exit door;
  (b) Have unobstructed access; and
  (c) Have signage posted adjacent to the valve that room occupants can easily read and understand from the opposite side of the room during an emergency.

(3) Magnetic switches on all stationary machinery to prevent machines from automatically restarting upon restoration of power after an electrical failure or activation of the emergency shut-off.
(4) Appropriate ventilation or source capture systems that prevent the recirculation of air into the room or transfer of airflow into other parts of the school facility.
(5) If a school facility includes a designated health room, a school official shall ensure that the health room includes:
    (a) The means to visually supervise and provide privacy for room occupants;
    (b) Surfaces that staff can easily clean and sanitize;
    (c) A handwashing sink in the room;
    (d) An adjoining restroom; and
    (e) Mechanical exhaust ventilation that ensures that air does not flow from the health room to other parts of the school facility.

Noise

This section provides standards for noise to prevent overexposure or damage to children's hearing. There is no change from the current regulations.

Proposed Language	WAC 246-366-110	WAC 246-366A-100 & -105
"Noise criterion 35 (NC35)" means the curve for specifying the maximum permissible sound pressure level for each frequency band.		(26) "Noise criterion 35 (NC35)" means the curve for specifying the maximum permissible sound pressure level for each frequency band.
"Noise criterion" means a single number for rating the sound quality of a room by comparing actual or calculated sound level spectra with a series of established octave band spectra.		(25) "Noise criterion (NC)" means a system for rating the noise level in an occupied area by comparing actual or calculated sound level spectra with a series of established octave band spectra.
"Decibel, A-weighted (dBA)" means a decibel measure that has been weighted in accordance with the A-weighting scale. The A-weighting adjusts sound level as a function of frequency to correspond approximately to the sensitivity of human hearing.		(8) "Decibel, A-weighted (dBA)" means a decibel measure that has been weighted in accordance with the A-weighting scale. The A-weighting adjusts sound level as a function of frequency to correspond approximately to the sensitivity of human hearing.
"Equivalent Continuous Sound Level" or "Leq" means the sound pressure level of a noise fluctuating over a period of time, expressed as the amount of average energy.		(13) "Equivalent sound level (Leq)" means the level of a constant sound that, over a given time period, contains the same amount of sound energy as the measured fluctuating sound.
"Noise abatement" means measures taken to reduce unacceptable sounds or vibrations.		
(1) A school official shall: (a) Design new or updated ventilation systems and other mechanical noise sources in classrooms that are certified not to exceed a noise criterion or equivalent level of NC-35. The school official shall certify, or hire the appropriate person to certify, that installed ventilation equipment and other mechanical noise sources meet the NC-35 noise criterion design standard.	(1) In new construction, plans submitted under WAC 246-366-040 shall specify ventilation equipment and other mechanical noise sources in classrooms are designed to provide background sound which conforms to a noise criterion curve or equivalent not to exceed NC-35. The owner shall certify equipment and features are installed according to the approved plans.	(1) School officials shall design ventilation equipment and other mechanical noise sources in classrooms to provide background sound which conforms to a noise criterion curve or equivalent not to exceed NC-35. School officials shall certify, or hire the appropriate person to certify, that ventilation equipment and other mechanical noise sources that have been installed meet the NC-35 noise criterion design standard.

School Environmental Health and Safety Rule Project 2024 - 2025

Proposed Language	WAC 246-366-110	WAC 246-366A-100 & -105
(b) Maintain the background noise in any part of a school facility where students are located that was constructed after January 1, 1990, at or below: (i) 45 dBA (Leqx) where x is 30 seconds or more in classrooms;	(2) In new construction, the actual background noise at any student location within the classroom shall not exceed 45 dBA (Legx) and 70 dB (Leqx) (unweighted scale) where x is thirty seconds or more. The health officer shall determine compliance with this section when the ventilation system and the ventilation system's noise generating components, e.g., condenser, heat pump, etc., are in operation.	School officials shall: (1) Maintain the background noise at any student location within classrooms constructed after January 1, 1990, at or below 45 dBA (Leqx) where x is 30 seconds or more. Background noise levels must be determined when the ventilation system and the ventilation system's noise generating components, such as the condenser and heat pump, are operating and the room is unoccupied by students.
(2) Portable classrooms constructed before January 1, 1990, moved within the same school property or the same school district, are exempt from the requirements of this section if the portable classrooms: (a) Do not alter the noise abatement features; (b) Do not increase noise-generating features;	(3) Existing portable classrooms, constructed before January 1, 1990, moved from one site to another on the same school property or within the same school district are exempt from the requirements of this section if the portable classrooms meet the following: (a) Noise abating or noise generating features shall not be altered in a manner that may increase noise levels;	(2) Portable classrooms constructed before January 1, 1990, moved within the same school property or within the same school district, are exempt from the requirements of this section if the portable classrooms meet all of the following criteria: (a) Noise abating or noise generating features are not altered in a manner that may increase noise levels;
(c) Were previously used for classroom instruction;	(b) The portable classrooms were previously in use for general instruction;	(b) The portable classrooms were previously in use for instruction;
(d) Do not change ownership; and	(c) Ownership of the portable classrooms will remain the same; and	(c) Ownership of the portable classrooms remains the same; and
(e) Are located on a site that meets the noise assessment requirements set forth in WAC 246-370-XXX (Site assessment subsection (3)(c)).	(d) The new site is in compliance with WAC 246-366-030(3).	(d) The new site meets the noise standard in WAC 246-366A-030 (3)(c).

School Environmental Health and Safety Rule Project 2024 - 2025

Proposed Language	WAC 246-366-110	WAC 246-366A-100 & -105
(b) Maintain the background noise in any part of a school facility where students are located that was constructed after January 1, 1990, at or below: (ii) 65 dBA (Leqx) where x is 30 seconds or more in specialized rooms with local exhaust ventilation systems. (c) Measure background noise levels when the ventilation system and the ventilation system's noise-generating components, such as the condenser and heat pump, are operating and the room is unoccupied by students.	(4) In new construction, the maximum ambient noise level in industrial arts, vocational agriculture and trade, and industrial classrooms shall not exceed 65 dBA when all fume and dust exhaust systems are operating.	(2) Maintain the background noise level at any student location in laboratories and shops with local exhaust ventilation systems constructed after January 1, 1990, at or below 65 dBA (Leqx) where x is 30 seconds or more. Background noise levels must be determined when all ventilation equipment is operating and the room is unoccupied by students.
(d) Maintain noise exposure for students below the maximum levels in **Table X**. (e) Prohibit activities that expose students to sound levels equal to or greater than 115 dBA.	(5) The maximum noise exposure for students in vocational education and music areas shall not exceed the levels specified in Table 1. Students shall not be exposed to sound levels equal to or greater than 115 dBA	(3) Maintain noise exposure for students below the maximum levels in Table 1. (4) Not allow student exposure to sound levels equal to or greater than 115 dBA.
(f) Provide and require students to use personal protective equipment where noise levels exceed those specified in Table X. Personal protective equipment must reduce student noise exposure to comply with the levels specified in Table X.	(6) Should the total noise exposure in vocational education and music areas exceed the levels specified in Table 1 of subsection (5) of this section, hearing protectors, e.g., ear plugs, muffs, etc., shall be provided to and used by the exposed students. Hearing protectors shall reduce student noise exposure to comply with the levels specified in Table 1 of subsection (5) of this section.	(5) Provide and require students to use personal protective equipment, for example ear plugs or muffs, where noise levels exceed those specified in Table 1. Personal protective equipment must reduce student noise exposure to comply with the levels specified in Table 1.

School Environmental Health and Safety Rule Project 2024 - 2025

Proposed Language	WAC 246-366-110	WAC 246-366A-100 & -105

Table X
Maximum noise exposures permissible

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

Table 1
Maximum noise exposures permissible

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

Table 1
Maximum noise exposures permissible

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

This is the noise assessment that we skipped during the 10/04/2024 TAC under Site Assessment. Requirements have not changed.

Proposed Language	WAC 246-366-030	WAC 246-366A-030
(3) A site assessment must include: (c) A noise assessment that measures noise from all sources. (i) The noise must not exceed: (A) An hourly average of 55 dBA or the mean sound energy level for a specified time in Leq60 minutes; and (B) An hourly maximum sound level, recorded during a specified time measured as Lmax, of 75 dBA during the time of day the school is in session. (ii) Sites exceeding these sound levels are acceptable if a plan for noise reduction is included in the new construction proposal and the plan for noise reduction is approved by the local health officer.	(3) Noise from any source at a proposed site for a new school, an addition to an existing school, or a portable classroom shall not exceed an hourly average of 55 dBA (Leq 60 minutes) and shall not exceed an hourly maximum (Lmax) of 75 dBA during the time of day the school is in session; except sites exceeding these sound levels are acceptable if a plan for sound reduction is included in the new construction proposal and the plan for sound reduction is approved by the health officer.	(c) A noise assessment. Noise from any source must not exceed an hourly average of 55 dBA (the mean sound energy level for a specified time (Leq60 minutes)) and must not exceed an hourly maximum (the maximum sound level recorded during a specified time period (Lmax)) of 75 dBA during the time of day the school is in session. Sites exceeding these sound levels are acceptable if a plan for noise reduction is included in the new construction proposal and the plan for noise reduction is approved by the local health officer.

Lighting

This section is to maintain the current lighting standards to ensure that there is minimized eye stress and fatigue for students.

Proposed Language	WAC 246-366	WAC 246-366A-150
"Foot-candle" means a unit of measure of the intensity of light falling on a surface, equal to one lumen per square foot.		(17) "Foot-candle" means a unit of measure of the intensity of light falling on a surface, equal to one lumen per square foot.
"Total solar energy transmission factor" means the measurement of solar gain due to the glazing of a window or door.		
A school official shall: (1) Provide light intensities that meet or exceed those specified in Table X. (a) Natural lighting, energy-efficient lighting systems, lighting fixtures, or bulbs may be used to maintain the minimum lighting intensities.	(1) The following maintained light intensities shall be provided as measured 30 inches above the floor or on working or teaching surfaces. General, task and/or natural lighting may be used to maintain the minimum lighting intensities.	School officials shall equip school facilities with lighting systems designed to meet the requirements of WAC 246-366A-115. General, task or natural lighting may be used to achieve the minimum lighting intensities. Energy efficient lighting systems, lighting fixtures, or bulbs that meet the minimum lighting intensities in Table 2 of WAC 246-366A-115(1) may be used. School officials shall: (1) Provide light intensities that meet or exceed those specified in Table 2. General, task and/or natural lighting may be used to maintain the minimum lighting intensities. Energy efficient lighting systems, lighting fixtures, or bulbs that meet the minimum lighting intensities in Table 2 may be used.

School Environmental Health and Safety Rule Project 2024 - 2025

Proposed Language

Table X

Lighting intensities measured 30 inches above the floor or on working or teaching surfaces. Some lighting fixtures may require a start-up period before reaching maximum light output.

Task	Min. Foot Candle Intensity
General instructional areas, for example, study halls, lecture rooms, and libraries.	**30**
Specialized instructional areas where safety is of prime consideration or fine detail work is done, for example, family and consumer science laboratories, science laboratories (including chemical storage areas), shops, drafting rooms, and art and craft rooms.	**50**
Noninstructional areas including auditoriums, lunchrooms, assembly rooms, corridors, stairs, storerooms, and restrooms.	**10**
Gymnasiums: Main and auxiliary spaces, shower rooms and locker rooms.	**20**

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

WAC 246-366

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

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

WAC 246-366A-150

Table 2

Lighting Intensities Measured 30 inches above the floor or on working or teaching surfaces. Some lighting fixtures may require a start-up period before reaching maximum light output.

Task	Min. Foot Candle Intensity
General instructional areas, for example, study halls, lecture rooms, and libraries.	**30**
Special instructional areas where safety is of prime consideration or fine detail work is done, for example, family and consumer science laboratories, science laboratories (including chemical storage areas), shops, drafting rooms, and art and craft rooms.	**50**
Noninstructional areas including: Auditoriums, lunch rooms, assembly rooms, corridors, stairs, storerooms, and restrooms.	**10**
Gymnasiums: Main and auxiliary spaces, shower rooms and locker rooms.	**20**

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

School Environmental Health and Safety Rule Project 2024 - 2025

Proposed Language	WAC 246-366	WAC 246-366A-150
(3) Provide lighting in a manner that minimizes shadows and other lighting deficiencies on work and teaching surfaces.	(3) Lighting shall be provided in a manner which minimizes shadows and other lighting deficiencies on work and teaching surfaces.	(3) Provide lighting in a manner that minimizes shadows and other lighting deficiencies on work and teaching surfaces.
(2) Provide sun control to exclude direct sunlight from window areas and skylights of instructional areas, assembly rooms, and meeting rooms during at least 80 percent of the normal school hours. Sun control is not required for sun angles less than 42 degrees up from the horizontal. Sun control is not required if air conditioning is provided, or special glass is installed having a total solar energy transmission factor less than 60 percent.	(9) Exterior sun control shall be provided to exclude direct sunlight from window areas and skylights of instructional areas, assembly rooms and meeting rooms during at least 80 percent of the normal school hours. Each area shall be considered as an individual case. Sun control is not required for sun angles less than 42 degrees up from the horizontal. Exterior sun control is not required if air conditioning is provided, or special glass installed having a total solar energy transmission factor less than 60 percent.	(3) Provide sun control to exclude direct sunlight from window areas and skylights of instructional areas, assembly rooms and meeting rooms during at least eighty percent of the normal school hours. Each area must be considered as an individual case. Sun control is not required for sun angles less than forty-two degrees up from the horizontal. Sun control is not required if air conditioning is provided or special glass is installed having a total solar energy transmission factor less than sixty percent.
(4) Provide windows in sufficient number, size, and location to enable students to see outside at least 50 percent of the school day. Windows are optional in special rooms.	(8) Schools shall be provided with windows sufficient in number, size and location to permit students to see to the outside. Windows are optional in special purpose instructional areas including, but not limited to, little theaters, music areas, multipurpose areas, gymnasiums, auditoriums, shops, libraries and seminar areas. No student shall occupy an instructional area without windows more than 50 percent of the school day.	(2) Design school facilities with windows in sufficient number, size, and location to enable students to see outside at least fifty percent of the school day. Windows are optional in special purpose instructional areas including, but not limited to, theaters, music areas, multipurpose areas, gymnasiums, auditoriums, shops, laboratories, libraries, and seminar areas.

Temperature

This section is to set the safe minimum and maximum temperatures and ensure that schools are appropriately prepared to handle extreme temperature events.

Proposed Language	WAC 246-366	WAC 246-366A-150
A school official shall ensure that the school facility: (1) Maintains a minimum temperature of 65 degrees Fahrenheit except for gymnasiums and hallways, which must be maintained at a minimum temperature of 60 degrees Fahrenheit; and	The entire facility inhabited by students and employees shall be heated during school hours to maintain a minimum temperature of 65 degrees Fahrenheit except for gymnasiums which shall be maintained at a minimum temperature of 60 degrees Fahrenheit.	School officials shall: (1) Heat occupied areas of school buildings during school hours and school-sponsored events to maintain a minimum temperature of sixty-five degrees Fahrenheit except for gymnasiums and hallways, which must be maintained at a minimum temperature of sixty degrees Fahrenheit.
(2) Does not exceed a maximum temperature of 79 degrees Fahrenheit.[1] (a) A school official shall develop a heat readiness plan. (b) If the temperature of the school facility cannot be maintained at or below 79 degrees Fahrenheit, the school official shall implement the heat readiness plan.		
	Heating, ventilating and/or air conditioning systems shall be equipped with automatic room temperature controls.	

[1] Maximum temperature recommended under normal building RH through ASHRAE Standard 55 (see interpretation by EPA for schools at Reference Guide for Indoor Air Quality in Schools | US EPA)

Ventilation

This section is to ensure that there is appropriate care and maintenance of ventilation systems.

Proposed Language	WAC 246-366-080	WAC 246-366A-090 & -095
"Total ventilation" means		
"HEPA filer" means a high-efficiency particulate air filter, a type of pleated mechanical air filter that can theoretically remove 99.97% of particles with a size of 0.3 microns.		
"Carbon Filter" means a type of filter that uses activated carbon or charcoal to absorb air contaminants.		
"Air cleaning technologies" means		
	(1) All rooms used by students or staff shall be kept reasonably free of all objectionable odor, excessive heat or condensation.	
A school official shall ensure a school facility: (1) Provides filtered outdoor and recirculated air supplies in schools when occupied by providing at least: (a) Outdoor ventilation rates as set forth in chapter WAC 51-52-0403; (b) Total ventilation rate of at least 21 cubic feet per minute per person;[2] and (c) Particulate filtration as set forth in WAC 51-52-0605 including a facility that has small, ducted air handlers and ventilation systems.	(2) All sources producing air contaminants of public health importance shall be controlled by the provision and maintenance of local mechanical exhaust ventilation systems as approved by the health officer.	School officials shall: (1) Provide mechanical exhaust ventilation that meets or exceeds the requirements in chapter 51-52 WAC at locations intended for equipment or activities that produce air contaminants of public health importance.

[2] WHO (2021) *Roadmap to improve and ensure good indoor ventilation in the context of COVID-19.* Available online: https://www.who.int/publications/i/item/9789240021280.

School Environmental Health and Safety Rule Project 2024 - 2025

Proposed Language	WAC 246-366-080	WAC 246-366A-090 & -095
		(2) Situate fresh air intakes away from building exhaust vents and other sources of air contaminants of public health importance in a manner that meets or exceeds the requirements in chapter 51-52 WAC. Sources of air contaminants include bus and vehicle loading zones, and might include, but are not limited to, parking areas and areas where pesticides or herbicides are commonly applied.
		(3) Use materials that will not deteriorate and contribute particulates to the air stream if insulating the interior of air handling ducts. Insulation materials must be designed to accommodate duct cleaning and exposure to air flow without deteriorating. This subsection does not apply if the local permitting jurisdiction received a complete building permit application within three years after the effective date of this section.
		(4) Use ducted air returns and not open plenum air returns consisting of the open space above suspended ceilings. This subsection does not apply to: (a) Alterations to school facilities;
		(b) Additions to school facilities that tie into existing ventilation systems that use open plenum air returns; or
		(c) Facilities for which the local permitting jurisdiction received a complete building permit application within three years after the effective date of this section.

Proposed Language	WAC 246-366-080	WAC 246-366A-090 & -095
		School officials shall: (2) Ventilate occupied areas of school buildings during school hours and school-sponsored events. During periods of ventilation: (a) For school facilities constructed or sited under a building permit for which the local permitting jurisdiction received a completed building permit application on or after the effective date of this section, provide, as a minimum, outdoor air according to WAC 51-52-0403, Table 403.3, Required Outdoor Ventilation Air.
(2) Permitted or constructed before the effective date of this section supplies filtered and recirculated air from the existing ventilation system, if feasible, that provides at least: (a) Outdoor ventilation rate as set forth in WAC 51-52-0403; and (b) Particulate filtration as set forth in WAC 51-52-0605 including a facility that has small, ducted air handlers and ventilation systems.		(b) For school facilities constructed or sited under a building permit for which the local permitting jurisdiction received a completed building permit application before the effective date of this section, conduct standard operation and maintenance best practices including, but not limited to, making timely repairs, removing obstructions, and replacing filters and fan drive belts, and setting system controls so that, to the extent possible given the design of the ventilation system, outdoor air is provided consistent with WAC 51-52-0403, Table 403.3, Required Outdoor Ventilation Air.
(3) Operates and maintains the ventilation system using the manufacturer's best practice guidelines to ensure required ventilation flow rates are achieved;		(3) Use and maintain mechanical exhaust ventilation installed for equipment or activities that produce air contaminants of public health importance or moisture.
(4) Maintains a quarterly ventilation filter and inspection routine and replaces filters according to manufacturer guidelines.		

School Environmental Health and Safety Rule Project 2024 - 2025

Proposed Language	WAC 246-366-080	WAC 246-366A-090 & -095
(5) Limits air cleaning technologies to mechanical air cleaners that only use physical filtration, such as HEPA and carbon filters, unless the local health officer approves an alternative air cleaning technology.		
(6) Provides adequate ventilation for specialized rooms as set forth in WAC 246-370-XXX.		

Indoor Air Quality[3]

This section is to provide minimum standards that mitigate or eliminate exposures to air contaminants of public health significance to promote student health.

Proposed Language	WAC 246-366	WAC 246-366A-070 & 095
"Emissions" mean substances released into the air, including gases and particles, from various sources.		
"Integrated pest management" means a program that reduces sources of food, water, and shelter for pests by using the least toxic pest controls when necessary.		
"Air contaminant" means pollutants in the air that could, depending on dose and circumstances, cause adverse health impacts.		(2) "Air contaminants of public health importance" means pollutants in the indoor air that could, depending on dose and circumstances, have health impacts, including but not limited to: (a) Volatile organic compounds, for example, formaldehyde and benzene; (b) Combustion by-products, for example, carbon monoxide and nitrogen oxides; (c) Vapors and gases, for example, chlorine, mercury, and ozone; (d) Heavy metal dusts and fumes, for example, chromium and lead; and (e) Particulates, for example, wood and ceramic dust.
"Readiness plan" means a written guide to ensure the health and safety of the occupants of a school facility in the event of a particular hazard, such as extreme heat or wildfire smoke.		
"Air quality program coordinator" means the individual at the district or school level who is trained and tasked with implementing the indoor air quality management plan and has the authority to address indoor air quality concerns.		

[3] Indoor Air Quality Tools for Schools Action Kit | US EPA

School Environmental Health and Safety Rule Project 2024 - 2025

Proposed Language	WAC 246-366	WAC 246-366A-070 & 095
A school official shall: (1) Control sources of air contaminants by: (a) Excluding sources of potential air contaminants from a school facility; or (b) Providing a space with appropriately used and maintained ventilation to minimize student exposure to potential air contaminants;		(4) Limit student exposure to air contaminants of public health importance produced by heat laminators, laser printers, photocopiers, and other office equipment by placing such equipment in appropriately ventilated spaces and providing instruction to users on how to operate and maintain equipment as recommended by the manufacturer. (5) Take preventive or corrective action when pesticides, herbicides, or air contaminants of public health importance are likely to be drawn or are drawn into the building or ventilation system.
(2) Develop and implement a plan to test for radon every five years in regularly occupied areas on and below the ground level;[4]		
(3) Install and maintain carbon monoxide detection and alarms in mechanical rooms and occupied zones as set forth in chapter 51-54A-0915 WAC;		
(4) Prohibit the use of air fresheners, candles, or other products that contain fragrances;		
(5) Physically contain construction activities that generate emissions or conduct construction at times that minimize student exposure;		

[4] The nationally accepted (e.g., by EPA) set of standards on radon testing and mitigation designates that buildings must be retested every five years. See Protocol for Conducting Measurements of Radon and Radon Decay Products in Multifamily, School, Commercial, and Mixed-Use Buildings, https://standards.aarst.org/MA-MFLB-2023/index.html#zoom=z).

School Environmental Health and Safety Rule Project 2024 - 2025

Proposed Language	WAC 246-366	WAC 246-366A-070 & 095
(6) Promptly control sources of moisture and remediate mold using measures to minimize occupant exposure to mold and chemicals used during the remediation process;		(1) Visually monitor the school facility for water intrusion and moisture accumulation that may lead to mold growth, especially after severe weather events. (2) Begin corrective action within twenty-four hours of discovering water intrusion or moisture accumulation to inhibit and limit mold growth by: (a) Identifying and eliminating the cause of the water intrusion or moisture accumulation; and (b) Drying the affected portions of the school facility. (3) When mold growth is observed or suspected, use recognized remediation procedures such as those provided by the Environmental Protection Agency (Mold Remediation in Schools and Commercial Buildings, EPA 402-K-01-001, March 2001). Begin recognized procedures within twenty-four hours to: (a) Identify and eliminate the cause of the moisture or water contributing to the mold growth; (b) Dry the affected portions of the school facility; (c) Investigate the extent of the mold growth, including evaluation of potentially affected materials and surfaces inside walls and under floor coverings, when moisture or water has entered those spaces; (d) Minimize exposure to indoor mold spores and fragments until mold remediation is complete using methods including, but not limited to, containment and negative air pressure; and (e) Remediate surfaces and materials contaminated with mold. (4) When remediation is required under subsection (3) of this section and there is significant risk of exposure, including when the total area affected is greater than ten square feet, promptly inform school facility staff, students, and parents of the conditions and the plans and time frame for the remediation. The extent of this communication will depend on the likelihood of individual exposure, the scope of the remediation project, and the time required to complete it.

School Environmental Health and Safety Rule Project 2024 - 2025

Proposed Language	WAC 246-366	WAC 246-366A-070 & 095
(7) Implement a written indoor air quality management plan[5] that the school adopts within five years of the effective date of this section that includes: (a) Routine preventative maintenance measures for areas of indoor air quality concerns; (b) Annual inspections of the heating, ventilation, and cooling systems for operation within intended parameters, including proper function of supply and exhaust systems; (c) An integrated pest management plan; (d) A readiness plan for poor outdoor air quality events; and (e) A school or district-wide indoor air quality program coordinator.		

[5] Indoor Air Quality Tools for Schools Action Kit | US EPA

Specialized rooms

This section is to set standards to mitigate risk and injury in rooms where high-risk tasks are completed or there is an increased chance of exposure to harmful containments/chemicals. Closely mirrors chapter 246-366A WAC

Proposed Language	WAC 246-366	WAC 246-366A-150
“Specialized room” means a room that has a specific function that requires equipment, furniture, or supplies not found in a standard room. This includes but is not limited to, a career and technical education room, laboratory, auto shop, art room, or health room.		
"Emergency eye wash fountain" means a hands-free device that meets the ANSI Z358.1-2014 standards.		(11) "Emergency eye wash" means a hands-free device that:(a) Irrigates and flushes both eyes simultaneously with tepid potable water; (b) Activates an on-off valve in one second or less and remains on without user assistance until intentionally turned off; and (c) Delivers at least 0.4 gallons (1.5 liters) of water per minute for at least fifteen minutes.
"Emergency shower" means a hand-activated shower that meets the ANSI Z358.1-2014 standards.		(12) "Emergency shower" means a hand-activated shower that delivers tepid potable water to cascade over the user's entire body at a minimum rate of 20 gallons (75 liters) per minute for at least fifteen minutes.
“Magnetic switch” means a non-contact device used to monitor the position of machine guards, gates, and doors by sensing the presence or absence of a magnetic field and signaling the machine to shut down or enter safe mode if the field is interrupted.		
“Source capture system” means a mechanical exhaust system designed and constructed to capture air contaminants at their source and release air contaminants to the outdoor atmosphere.		(36) "Source capture system" means a mechanical exhaust system designed and constructed to capture air contaminants at their source and release air contaminants to the outdoor atmosphere.

School Environmental Health and Safety Rule Project 2024 - 2025

Proposed Language	WAC 246-366	WAC 246-366A-150
A school official shall ensure specialized rooms that are part of a school facility include, if applicable: (1) Emergency first aid fixtures. (a) Emergency eyewash fountain in each room where hazardous materials are used or eye irritants are produced; (b) Emergency shower in each room where hazardous materials are used and the potential for chemical spills exists; (c) All emergency eyewash fountains and showers must have unobstructed access and be within 10 seconds of use and less than 50 feet from anywhere in the room. [6]		School officials shall: (1) Provide an emergency eyewash fountain for each laboratory and shop where hazardous materials are used or eye irritants are produced. (2) Provide an emergency shower for each laboratory where hazardous materials are used and the potential for chemical spills exists. (3) Assure that all emergency eyewash fountains and showers have unobstructed access and are reachable within ten seconds.
		(4) Provide handwashing and appropriate drying facilities in an easily accessible location in each laboratory and shop
(2) Emergency shut-off valves or switches for gas and electricity connected to stationary machinery. Valves or switches must: (a) Be located close to the room exit door; (b) Have unobstructed access; and (c) Have signage posted adjacent to the valve that room occupants can easily read and understand from the opposite side of the room during an emergency.		(5) Provide emergency shut-offs for gas and electricity connected to stationary machinery in laboratories and shops. Emergency shut-offs must: (a) Be located in close proximity to the room exit door; (b) Have unobstructed access; and (c) Have signage readable from across the room for immediate identification during an emergency.
(3) Magnetic switches on all stationary machinery to prevent machines from automatically restarting upon restoration of power after an electrical failure or activation of the emergency shut-off.		(6) Provide all stationary machinery in laboratories and shops with magnetic-type switches to prevent machines from automatically restarting upon restoration of power after an electrical failure or activation of the emergency shut-off.

[6] Eyewash and Emergency Washing Facilities

School Environmental Health and Safety Rule Project 2024 - 2025

Proposed Language	WAC 246-366	WAC 246-366A-150
(4) Appropriate ventilation or source capture systems that prevent the recirculation of air into the room or transfer of airflow into other parts of the school facility.		(7) Provide mechanical exhaust ventilation in hazardous material storerooms, and in laboratories and shops where equipment or activities may produce air contaminants of public health importance. (8) When activities or equipment in laboratories or shops produce air contaminants of public health importance, provide an appropriate source capture system to prevent those contaminants from entering the student's breathing zone. These activities and equipment include, but are not limited to, spray painting, welding, pottery kilns, chemistry experiments, and wood-working.
(5) If a school facility includes a designated health room, a school official shall ensure that the health room includes: (a) The means to visually supervise and provide privacy for room occupants;		(8) Provide the following items for health rooms, if health rooms are provided: (a) The means to visually supervise and provide privacy of room occupants;
(b) Surfaces that staff can easily clean and sanitize;		(b) Surfaces that can be easily cleaned and sanitized;
(c) A handwashing sink in the room;		(c) A handwashing sink in the room;
(d) An adjoining restroom; and		(d) An adjoining restroom; and
(e) Mechanical exhaust ventilation that ensures that air does not flow from the health room to other parts of the school facility.		(e) Mechanical exhaust ventilation so that air does not flow from the health room to other parts of the school facility.

246-370-XXX Construction Plan Review—New, Alterations, and Portable

This section has been revised based on the recommendations of the subcommittee.

Revised Language	Original Draft
(1) The following school construction projects must be reviewed and approved by the local health officer: (a) Construction of a new school facility, playground, or specialized room; (b) Schools established in all or part of any existing structures previously used for other purposes; (c) Additions or alterations consisting of more than five thousand square feet of floor area or more than 20 percent of the total square feet of an existing school facility, whichever is less or (d) Alteration of a playground or specialized room; and (e) Installation or construction of a portable.	(1) The following school construction projects must be reviewed and approved by the local health officer: (a) Construction of a new school facility; (b) Schools established in all or part of any existing structures previously used for other purposes; (c) Additions or alterations consisting of more than five thousand square feet of floor area or more than 20 percent of the total square feet of an existing school facility, whichever is less; and (d) Installation or construction of a portable.

School Environmental Health and Safety Rule Project 2024 - 2025

Revised Language	Original Draft
(2) A school official shall: (a) Consult with the local health officer at the 50 percent design development stage for school construction projects plans to determine if the project requires construction review; (b) Provide additional documents requested by the local health officer, which may include, but are not limited to, written statements signed by the project's licensed professional engineer verifying that design elements comply with requirements specified by these rules; (c) Consult with the local health officer to determine whether additional construction project review is required to ensure that the project meets the requirements of these rules; (d) Before starting construction, obtain written approval from the local health officer for construction project; (e) Before allowing school facilities to be occupied, obtain a preoccupancy inspection by the local health officer to ensure imminent health hazards are corrected; and (f) Notify the local health officer at least five business days before a desired preoccupancy inspection.	(2) The school officials shall: (a) Consult with the local health officer preliminary planning for school construction projects that are subject to the requirements set forth in this section; (b) Invite the local health officer to a predevelopment conference with school officials and project design professionals to participate an in the discussion about the preliminary design to highlight health and safety matters and requirements of these rules; (c) Obtain construction project review and written approval from the local health officer regarding environmental health and safety requirements in these rules before starting construction; (d) Provide construction documents to the local health officer at the same time as the local building official to facilitate a concurrent and timely review; (e) Provide additional documents requested by the local health officer, which may include, but are not limited to, written statements signed by the project's licensed professional engineer verifying that design elements comply with requirements specified by these rules; (f) Obtain a preoccupancy inspection by the local health officer conducted in coordination with a final inspection by the local building official, in order to ensure imminent health hazards are corrected before allowing school facilities to be occupied; and (e) Notify the local health officer at least five business days before a desired preoccupancy inspection.

School Environmental Health and Safety Rule Project 2024 - 2025

Revised Language	Original Draft
(3) The local health officer shall: (a) Respond to a request to consult with a school official within 15 business days of receipt; (b) Consult with a school official to determine what is required for plan review and approval; (c) Review construction project plans at the 50 percent design development stage to confirm if a construction review and approval is needed to meet the health and safety requirements of these rules; (d) Consult with a school official when additional reviews are required; (e) Identify and request any additional documents required to determine compliance with requirements set forth by these rules; and (f) Provide written approval within 60 days of receiving the100 percent design development for the construction design plans or a written statement describing construction project plan deficiencies that need to change to obtain approval. This timeline may be altered if mutually agreed upon by the school official and the local health officer.	(3) The local health officer shall: (a) Consult with school officials and determine what is required for plan review and approval; (b) Review construction documents to confirm that the health and safety requirements of these rules are met; (c) Identify and request any additional documents required to determine compliance with requirements specified by these rules; and (d) Provide written approval, or describe plan deficiencies needing change to obtain approval, of the construction project within sixty days of receiving all documents needed to complete the review, unless the school officials and the local health officer agree to a different timeline; and

School Environmental Health and Safety Rule Project 2024 - 2025

Revised Language	Original Draft
(g) Conduct inspections: (i) In a coordinated effort with the on-site project manager or other appropriate person identified by a school official; (ii) At any point during the construction period to verify compliance with the requirements of this chapter; (iii) Before the completed construction project is occupied and not more than five business days after the date requested by a school official or as otherwise agreed to by the school official and the local health officer. (A) If an imminent health hazard is identified, a solution must be identified and agreed to by the school official, the local health officer, and the local building official and implemented by school officials before the affected portion of the building is occupied. (B) If other conditions of noncompliance with this chapter are identified, provide the school official with a written list of items and consult in developing a correction schedule based on the level of risk to health and safety. (iv) To confirm satisfactory correction of the items identified under (iii) of this subsection.	(h) Conduct inspections: (i) In a coordinated effort with the on-site project manager or other appropriate person identified by school officials; (ii) At any point during the construction period to verify compliance with the requirements of this chapter; (iii) Before the completed construction project is occupied and not more than five business days after the date requested by school officials or as otherwise agreed to by the school officials and the local health officer. (A) If an imminent health hazard is identified, a solution must be identified and agreed to by school officials, the local health officer, and the local building official and implemented by school officials before the affected portion of the building is occupied. (B) If other conditions of noncompliance with this chapter are identified, school officials shall be provided with a written list of items and consulted in developing a correction schedule based on the level of risk to health and safety. (iv) To confirm satisfactory correction of the items identified under (iii) of this subsection.

School Environmental Health and Safety Rule Project

Technical Advisory Committee Meeting

Olympia, October 31, 2024

WASHINGTON STATE BOARD OF HEALTH

1

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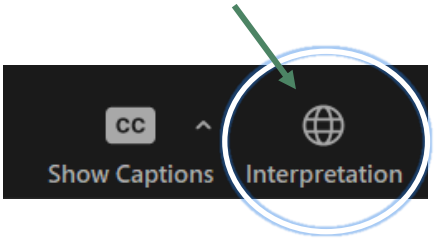
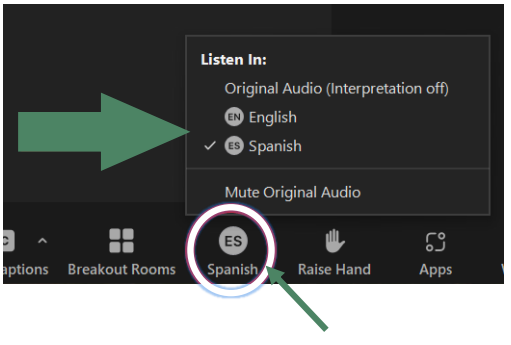
Zoom Language Channels

WASHINGTON STATE BOARD OF HEALTH

Canales de idioma
Language channels





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2

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Minutes Review

3

3

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Reminders

4

4

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Introductions

5

5

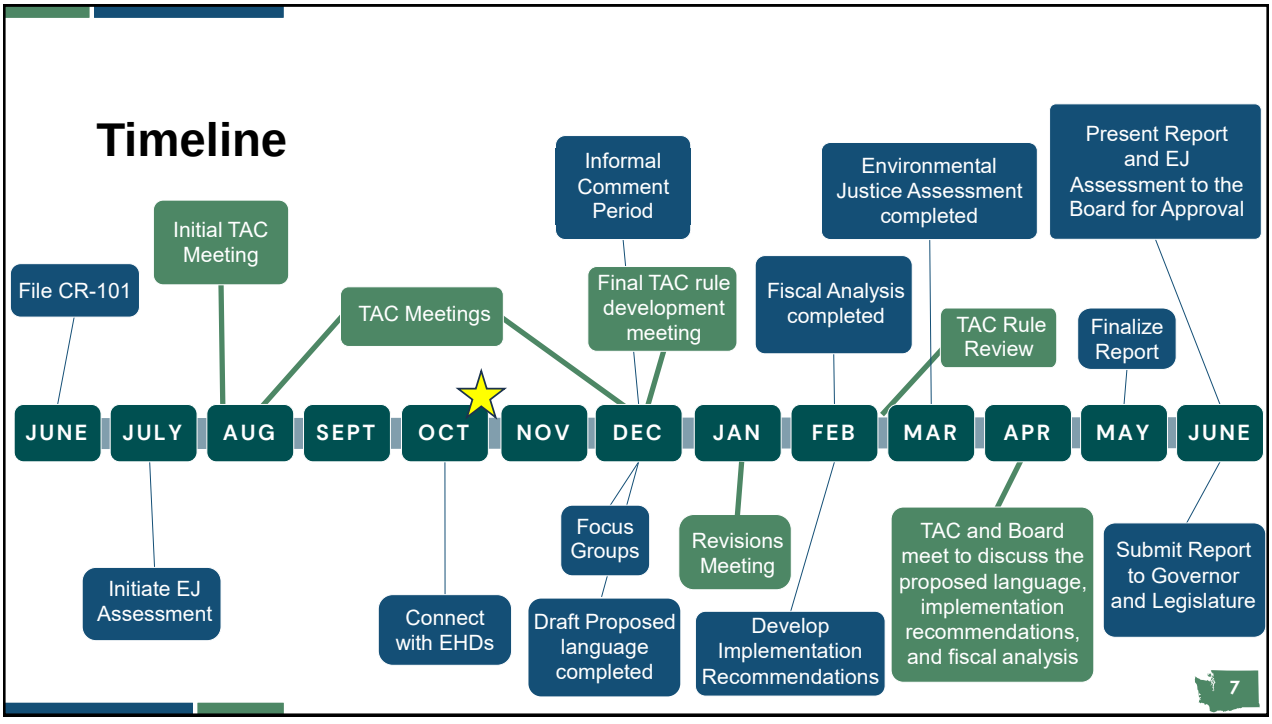
4. Today's Objectives

Review and develop language for the following sections of the rule:

- Noise
- Lighting
- Temperature
- Ventilation
- Subcommittee Review
- Indoor Air Quality
- Specialized Rooms

6

6



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TAC Agreements

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

8

8

WASHINGTON STATE BOARD OF HEALTH

Proposed Rule Section: Noise

9

9

Noise

Intent

The intent of this section is to provide standards for noise to prevent over exposure or damage to children's hearing.

Note: There are no substantive changes to the language. It has been simplified.

10

10

Definitions: Established Terms

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

"Noise criterion" means a single number for rating the sound quality of a room by comparing actual or calculated sound level spectra with a series of established octave band spectra.

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

"Equivalent Continuous Sound Level" or "Leq" means the sound pressure level of a noise fluctuating over a period of time, expressed as the amount of average energy.

"Noise abatement" means measures taken to reduce unacceptable sounds or vibrations.

Language: Noise (1)(a)-(b)

1) A school official shall:
   a) Ensure that background noise will not exceed a noise criterion of NC-35 or equivalent when installing new or updating existing ventilation systems or other mechanical noise sources in areas where students are located.
   b) Maintain the background noise in any part of a school facility where students are located that was constructed after January 1, 1990, at or below:
      i. 45 dBA (Leqx) where x is 30 seconds or more in classrooms;
      ii. 65 dBA (Leqx) where x is 30 seconds or more in specialized rooms with local exhaust ventilation systems.

Noise

Language: Noise (1)(c)-(f)

1) A school official shall:
   c) Measure background noise levels when the ventilation system and the ventilation system's noise-generating components, such as the condenser and heat pump, are operating and the room is unoccupied by students.
   d) Maintain noise exposure for students below the maximum levels in Table X.
   e) Prohibit activities that expose students to sound levels equal to or greater than 115 dBA.
   f) Provide and require students to use personal protective equipment where noise levels exceed those specified in Table X. Personal protective equipment must reduce student noise exposure to comply with the levels specified in Table X.

15

Noise

Language: Noise (2)

2) Portable classrooms constructed before January 1, 1990, moved within the same school property or the same school district, are exempt from the requirements of this section if the portable classrooms:
   a) Do not alter the noise abatement features;
   b) Do not increase noise-generating features;
   c) Were previously used for classroom instruction;
   d) Do not change ownership; and
   e) Are located on a site that meets the noise assessment requirements set forth in WAC 246-370-XXX (Site assessment subsection (3)(c)).

18

Noise

Language: Site Assessment (3)(c)

3) A site assessment must include:
   c) A noise assessment that measures noise from all sources.
      i. The noise must not exceed:
         A. An hourly average of 55 dBA or the mean sound energy level for a specified time in Leq60 minutes; and
         B. An hourly maximum sound level, recorded during a specified time measured as Lmax, of 75 dBA during the time of day the school is in session.
      ii. Sites exceeding these sound levels are acceptable if a plan for noise reduction is included in the new construction proposal and the plan for noise reduction is approved by the local health officer.

WASHINGTON STATE BOARD OF HEALTH

Proposed Rule Sections: Lighting

Lighting

Intent

The intent of this section is to maintain the current lighting standards to ensure that there is minimized eye stress and fatigue for students.

Note: There are no substantive changes to the language. It has been simplified.

25

25

Lighting

Definitions: Established Terms

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

“Total solar energy transmission factor” means the measurement of solar gain due to the glazing of a window or door.

26

26

Lighting

Language: Lighting (1)-(2)

A school official shall:

1) Provide light intensities that meet or exceed those specified in Table X.
   a) Natural lighting, energy-efficient lighting systems, lighting fixtures, or bulbs may be used to maintain the minimum lighting intensities.
2) Control excessive brightness and glare in all instructional areas. Surface contrasts and direct or indirect glare must not cause excessive eye accommodation or eye strain problems.

27

Lighting

Language: Lighting (3)-(5)

3) Provide sun control to exclude direct sunlight from window areas and skylights of instructional areas, assembly rooms, and meeting rooms during at least 80 percent of the normal school hours. Sun control is not required for sun angles less than 42 degrees up from the horizontal. Sun control is not required if air conditioning is provided, or special glass is installed having a total solar energy transmission factor less than 60 percent.
4) Provide lighting in a manner that minimizes shadows and other lighting deficiencies on work and teaching surfaces.
5) Provide windows in sufficient number, size, and location to enable students to see outside at least 50 percent of the school day. Windows are optional in specialized rooms.

30

WASHINGTON STATE BOARD OF HEALTH

10-Minute Break
Return at 10:40 a.m.

WASHINGTON STATE BOARD OF HEALTH

Proposed Rule Section Temperature

Temperature

Intent

The intent of this section to set the safe minimum and maximum temperatures and ensure that schools are appropriately prepared to handle extreme temperature events.

35

35

Indoor Air Quality

Definition: Readiness plan

"Readiness plan" means a written guide to ensure the health and safety of the occupants of a school facility in the event of a particular hazard, such as extreme heat or wildfire smoke.

36

36

Temperature

Language: Temperature (1)-(2)

A school official shall ensure that non-specialized rooms in the school facility:

1) Maintain a minimum temperature of 65 degrees Fahrenheit except for gymnasiums and hallways, which must be maintained at a minimum temperature of 60 degrees Fahrenheit; and

2) Do not exceed a maximum temperature of 79 degrees Fahrenheit. If the temperature of the school facility cannot be maintained at or below 79 degrees Fahrenheit, a school official shall develop and implement a heat readiness plan.

WASHINGTON STATE BOARD OF HEALTH

Proposed Rule Sections: Ventilation

Ventilation

Intent

The intent of this section is to ensure that there is appropriate care and maintenance of ventilation systems.

43

43

Ventilation

Definitions: Established Terms

"HEPA filer" means a high-efficiency particulate air filter, a type of pleated mechanical air filter that can theoretically remove 99.97% of particles with a size of 0.3 microns.

"Carbon Filter" means a type of filter that uses activated carbon or charcoal to absorb air contaminants.

"Total Ventilation rate" means the portion of air that is supplied to a designated zone from the outdoors, plus any filtered and recirculated air.

"Air cleaning technologies" means technologies used to reduce the levels of air contaminants in indoor air.

44

44

Ventilation

Language: Ventilation (1)

A school official shall ensure a school facility:

1) Provides filtered outdoor and recirculated air supplies in schools when occupied by providing at least:
   a) Outdoor ventilation rates as set forth in chapter WAC 51-52-0403;
   b) Total ventilation rate of at least 21 cubic feet per minute per person; and
   c) Particulate filtration as set forth in WAC 51-52-0605 including a facility that has small ducted air handlers and ventilation systems.

Ventilation

Language: Ventilation (2)

A school official shall ensure a school facility:

2) Permitted or constructed before the effective date of this section supplies filtered and recirculated air from the existing ventilation system, if feasible, that provides at least:
   a) Outdoor ventilation rate as set forth in WAC 51-52-0403; and
   b) Particulate filtration as set forth in WAC 51-52-0605 including a facility that has small ducted air handlers and ventilation systems .

Ventilation

Language: Ventilation (3)-(6)

A school official shall ensure a school facility:

3) Operates and maintains the ventilation system using the manufacturer's best practice guidelines to ensure required ventilation flow rates are achieved;

4) Maintains a quarterly ventilation filter and inspection routine and replaces filters according to manufacturer guidelines.

5) Limits air cleaning technologies to mechanical air cleaners that only use physical filtration, such as HEPA and carbon filters, unless the local health officer approves an alternative air cleaning technology.

6) Provides adequate ventilation for specialized rooms as set forth in WAC 246-370-XXX.

51

WASHINGTON STATE BOARD OF HEALTH

Proposed Rule Section: Construction Plan Review

Subcommittee Recommendations

54

Construction Plan Review

Intent

Review the construction plan review sections of the rule that the subcommittee updated after the TAC meeting on October 4, 2024.

55

55

Construction Plan Review

Language: New, Alterations, and Portable (1)

1) The following school construction projects must be reviewed and approved by the local health officer:
   a) Construction of a new school facility, playground, or specialized room;
   b) Schools established in all or part of any existing structures previously used for other purposes;
   c) Additions or alterations consisting of more than five thousand square feet of floor area or more than 20 percent of the total square feet of an existing school facility, whichever is less or
   d) Alteration of a playground or specialized room; and
   e) Installation or construction of a portable.

56

56

Construction Plan Review

Language: New, Alterations, and Portable (2)(a)-(c)

2) A school official shall:
   a) Consult with the local health officer at the 50 percent design development stage for school construction projects plans to determine if the project requires construction review;
   b) Provide additional documents requested by the local health officer, which may include, but are not limited to, written statements signed by the project's licsensed professional engineer verifying that design elements comply with requirements specified by these rules;
   c) Consult with the local health officer to determine whether additional construction project review is required to ensure that the project meets the requirements of these rules;

59

59

Construction Plan Review

Language: New, Alterations, and Portable (2)(d)-(f)

2) A school official shall:
   d) Before starting construction, obtain written approval from the local health officer for construction project;
   e) Before allowing school facilities to be occupied, obtain a preoccupancy inspection by the local health officer to ensure imminent health hazards are corrected ; and
   f) Notify the local health officer at least five business days before a desired preoccupancy inspection.

62

62

Construction Plan Review

Language: New, Alterations, and Portable (3)(a)-(c)

3) The local health officer shall:
   a) Respond to a request to consult with a school official within 15 business days of receipt;
   b) Consult with a school official to determine what is required for plan review and approval;
   c) Review construction project plans at the 50 percent design development stage to confirm if a construction review and approval is needed to meet the health and safety requirements of these rules;

65

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Construction Plan Review

Language: New, Alterations, and Portable (3)(d)-(f)

3) The local health officer shall:
   d) Consult with a school official when additional reviews are required;
   e) Identify and request any additional documents required to determine compliance with requirements set forth by these rules; and
   f) Provide written approval within 60 days of receiving the100 percent design development for the construction design plans or a written statement describing construction project plan deficiencies that need to change to obtain approval. This timeline may be altered if mutually agreed upon by the school official and the local health officer.

68

68

Construction Plan Review

Language: New, Alterations, and Portable (3)(g)(i)-(ii)

3) The local health officer shall:
   g) Conduct inspections:
      i. In a coordinated effort with the on-site project manager or other appropriate person identified by a school official;
      ii. At any point during the construction period to verify compliance with the requirements of this chapter;

71

71

Construction Plan Review

Language: New, Alterations, and Portable (3)

g) Conduct inspections:
   iii. Before the completed construction project is occupied and not more than five business days after the date requested by a school official or as otherwise agreed to by the school official and the local health officer.
      A. If an imminent health hazard is identified, a solution must be identified and agreed to by the school official, the local health officer, and the local building official and implemented by school officials before the affected portion of the building is occupied.
      B. If other conditions of noncompliance with this chapter are identified, provide the school official with a written list of items and consult in developing a correction schedule based on the level of risk to health and safety.
   iv. To confirm satisfactory correction of the items identified under (iii) of this subsection.

74

74

WASHINGTON STATE BOARD OF HEALTH

30-Minute Lunch Break
Return at 12:30 p.m.

77

77

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Proposed Rule Section: Indoor Air Quality

78

78

Indoor Air Quality

Intent

The intent of this section is to provide minimum standards that mitigate or eliminate exposures to air contaminants of public health significance to promote student health.

79

79

Indoor Air Quality

Definition: Integrated pest management

"Integrated pest management" means a program that reduces sources of food, water, and shelter for pests by using the least toxic pest controls when necessary.

80

80

Indoor Air Quality

Definition: Air contaminant

"Air contaminant" means pollutants in the air that could, depending on dose and circumstances, cause adverse health impacts.

83

83

Indoor Air Quality

Definition: Emissions

"Emissions" mean substances released into the air, including gases and particles, from various sources.

86

86

Indoor Air Quality

Definition: Air quality program coordinator

"Air quality program coordinator" means the individual at the district or school level who is trained and tasked with implementing the indoor air quality management plan and has the authority to address indoor air quality concerns.

89

89

Indoor Air Quality

Language: Indoor Air Quality (1)-(2)

A school official shall:

1) Control sources of air contaminants by:
   a) Excluding sources of potential air contaminants from a school facility; or
   b) Providing a space with appropriately used and maintained ventilation to minimize student exposure to potential air contaminants;
2) Develop and implement a plan to test for radon every five years in regularly occupied areas on and below the ground level;

92

92

Indoor Air Quality

Language: Indoor Air Quality (3)-(6)

A school official shall:

3) Install and maintain carbon monoxide detection and alarms in mechanical rooms and occupied zones as set forth in chapter 51-54A-0915 WAC;

4) Prohibit the use of air fresheners, candles, or other products that contain fragrances;

5) Physically contain construction activities that generate emissions or conduct construction at times that minimize student exposure;

6) Promptly control sources of moisture and remediate mold using measures to minimize occupant exposure to mold and chemicals used during the remediation process;

95

95

Indoor Air Quality

Language: Indoor Air Quality (7)

A school official shall:

7) Implement a written indoor air quality management plan that the school adopts within five years of the effective date of this section that includes:
   a) Routine preventative maintenance measures for areas of indoor air quality concerns;
   b) Annual inspections of the heating, ventilation, and cooling systems for operation within intended parameters, including proper function of supply and exhaust systems;
   c) An integrated pest management plan;
   d) A readiness plan for poor outdoor air quality events; and
   e) A school or district-wide indoor air quality program coordinator.

98

98

WASHINGTON STATE BOARD OF HEALTH

10-Minute Break
Return at 1:40 p.m.

101

101

WASHINGTON STATE BOARD OF HEALTH

Proposed Rule Section: Specialized Rooms

102

102

Specialized Rooms

Intent

The intent of this section is to set standards to mitigate risk and injury in rooms where high risks tasks are completed or there is an increased chance of exposure to harmful containments/chemicals.

103

Specialized Rooms

Definition: Established Terms

"Emergency eye wash fountain" means a hands-free device that meets the ANSI Z358.1-2014 standards.

"Emergency shower" means a hand-activated shower that meets the ANSI Z358.1-2014 standards.

"Magnetic switch" means a non-contact device used to monitor the position of machine guards, gates, and doors by sensing the presence or absence of a magnetic field and signaling the machine to shut down or enter safe mode if the field is interrupted.

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

104

Specialized Rooms

Definition: Specialized room

"Specialized room" means a room that has a specific function that requires equipment, furniture, or supplies not found in a standard room. This includes but is not limited to, a career and technical education room, laboratory, auto shop, art room, or health room.

105

105

Specialized Rooms

Language: Specialized Rooms (1)

A school official shall ensure specialized rooms that are part of a school facility include, if applicable:

1) Emergency first aid fixtures.
   a) Emergency eyewash fountain in each room where hazardous materials are used, or eye irritants are produced;
   b) Emergency shower in each room where hazardous materials are used and the potential for chemical spills exists;
   c) All emergency eyewash fountains and showers must have unobstructed access and be within 10 seconds of use and less than 50 feet from anywhere in the room.

108

108

Specialized Rooms

Language: Specialized Rooms (2)

A school official shall ensure specialized rooms that are part of a school facility include, if applicable:

2) Emergency shut-off valves or switch for gas and electricity connected to stationary machinery. Valves or switches must:
   a) Be located close to the room exit door;
   b) Have unobstructed access; and
   c) Have signage posted adjacent to the valve that room occupants can easily read and understand from the opposite side of the room during an emergency.

Specialized Rooms

Language: Specialized Rooms (3)-(4)

A school official shall ensure specialized rooms that are part of a school facility include, if applicable:

3) Magnetic switches on all stationary machinery to prevent machines from automatically restarting upon restoration of power after an electrical failure or activation of the emergency shut-off.

4) Appropriate ventilation or source capture systems that prevent the recirculation of air into the room or transfer of airflow into other parts of the school facility.

Specialized Rooms

Language: Specialized Rooms (5)

A school official shall ensure specialized rooms that are part of a school facility include, if applicable:

5) If a school facility includes a designated health room, a school official shall ensure that the health room includes:
   a) The means to visually supervise and provide privacy for room occupants;
   b) Surfaces that staff can easily clean and sanitize;
   c) A handwashing sink in the room;
   d) An adjoining restroom; and
   e) Mechanical exhaust ventilation that ensures that air does not flow from the health room to other parts of the school facility.

117

117

WASHINGTON STATE BOARD OF HEALTH

Open Discussion and Questions

120

120

WASHINGTON STATE BOARD OF HEALTH

13. Recap

121

121

WASHINGTON STATE BOARD OF HEALTH

14. Next Steps

122

122

Meeting Dates and Locations

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

Date	Location
Monday, December 16, 2024	Zoom only
Thursday, January 16, 2025 Fiscal Review	SeaTac
Thursday, February 6, 2025 Final Review	TBD

WASHINGTON STATE BOARD OF HEALTH

THANK YOU

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

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WASHINGTON STATE BOARD OF HEALTH

125