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NYSED Office of Facilities Planning Newsletter



Carl T. Thurnau, P.E. Issue #113 December 2013
Coordinator

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Carl Thurnau, PE

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Looking Forward to a New Year

A Message from NYSED Office of Facilities Planning Coordinator Carl Thurnau, PE

Each year as January 1 approaches, many consider resolutions for the new year. To assist you, I'd like to offer the following helpful suggestions to my friends and colleagues in the field.

I resolve that all project plans and specs submitted for review to the Office of Facilities Planning are complete, fully code compliant, and signed/sealed in the requisite locations.

I resolve that the SED 15-digit project control number is **prominently displayed** on all project documents, change orders, and addenda.

I resolve that every page of the Fire Safety Report

is completed, dated, and signed prior to mailing it to Facilities Planning.

I resolve that every building in the school district has a current certificate of occupancy.

From a personal perspective, I sincerely thank you for your dedication to ensuring safe and healthy school facilities across New York State. The skill, expertise, and professionalism exhibited by individuals working in school facilities everyday is often overlooked; however without you students cannot be educated.

I remind you of the Facilities Planning mission:

to ensure safe, healthy, comfortable, and acceptable educational facilities which promote effective and efficient learning for all New York students re-

gardless of where they live.

We share this mission with you and rely on you to help us carry out this mission throughout the school year.

Finally— I thank the entire staff in the Office of Facilities Planning for their commitment to our mission, for sharing their expertise, and their dedication to:

work with parents, teachers, administrators, designers, facility directors, contractors and the community to set in motion mechanisms for school improvement statewide.

**Have a very happy
and healthy new year!**

Is there a topic you would like addressed in the Facilities Planning Newsletter?

Please email suggested topics and comments to:
Isahr@mail.nysed.gov.

EPA Provides Updated Guidance to Schools on PCB-containing Lighting Fixtures

<http://yosemite.epa.gov/opa/admpress.nsf/0c0affede4f840bc8525781f00436213/2e548f3ed779c8a085257c3f006147ad!>

The U.S. Environmental Protection Agency (EPA) is providing important guidance to school administrators and maintenance personnel on how to properly maintain and manage fluorescent lighting with ballasts that contain polychlorinated biphenyls (PCBs).

Many older ballasts contain PCBs that can leak when the ballasts fail, leading to elevated levels of PCBs in the air of schools. While the elevated PCB levels should not represent an immediate threat, they could pose health concerns if they persist over time. Leaking ballasts must be removed and properly disposed of along with any part of the fixture that has been contaminated with PCBs.

In schools across the country, most PCB-containing fluorescent light ballasts have exceeded their life span and are beginning to leak and smoke. The guidance is part of the EPA's ongoing efforts to address potential PCB exposures in schools. More than 150 incidents of leaking or smoking ballasts have been reported to the EPA from New York and New Jersey schools over the past 15 months. PCBs may cause cancer and have been shown to cause a number of serious non-cancer health effects in animals, including effects on the immune system, reproductive system, nervous system and endocrine system.

Lighting ballasts regulate the current to the lamps in fluorescent lights and provide sufficient voltage to start the lamps. Prior to 1979, PCBs were commonly used as an insulator in ballasts. In 1979, the EPA banned the processing or use of PCBs, except in totally enclosed equipment. However, a large number of fluorescent light ballasts that were installed prior to the ban or that were stored and used after the 1979 phase-out, may contain PCBs and may still be in use in the U.S.

The most likely way that people are exposed to PCBs from the ballasts is through breathing PCB-contaminated air or, if the ballast ruptures, by touching PCB-contaminated materials. When they remain in place, leaking ballasts can continue to release PCBs over several years and create elevated levels of PCBs in the air that students, teachers and other school workers breathe. The EPA recommends removing PCB-containing ballasts from buildings as soon as possible to prevent exposure.

Removal of PCB-containing fluorescent light ballasts, as part of lighting upgrades or a stand-alone project, is an investment that may pay off with long-term benefits to students, school staff, the community and the environment. A complete lighting retrofit eliminates the PCB hazards and increases energy efficiency by 30-50 percent. Lighting retrofits to eliminate PCB-containing fluorescent light ballasts should be considered as a component of any remodeling effort. The cost of replacing these fixtures can typically be recouped in less than seven years depending upon hours of operation and local energy costs. Detailed information on the savings that may be achieved and potential funding that may be acquired through an investment in new lighting is available at the Energy Star website, which also provides information about funding that may be available for the replacement of old fixtures: <http://energystar.gov>.

For more information and for the complete guidance on the proper maintenance, removal, and disposal of PCB-containing fluorescent light ballasts, visit: <http://www.epa.gov/epawaste/hazard/tsd/pcbs/pubs/ballasts.htm>.

Follow EPA Region 2 on Twitter at <http://twitter.com/eparegion2> and visit our Facebook page, <http://www.facebook.com/eparegion2>.

Contact: John Martin, (212) 637-3662, martin.johnj@epa.gov





and School Security

The New York State Secure Ammunition and Firearms Enforcement Act (**NYSafe**) was signed into law in January 2013.

A key component of **NYSafe** includes **New York State Education Law §3602.6-c** which addresses provisions for increasing the safety and security of student occupied public school facilities, and provides a 10 percent funding incentive to accomplish this work. This funding incentive is not available to BOCES.

The funding incentive is available for expenses incurred during the 2012-13 through the 2014-15 school years.

The law includes two types of security enhancements:

- (1) electronic security systems and
- (2) door hardening.

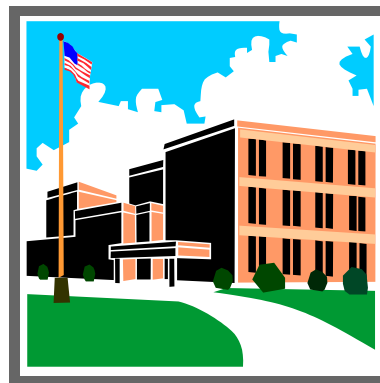
The link at the end of this article provides information on this portion of the **NYSafe** Act, including the types of school facility security enhancements that are eligible for increased funding. Reimbursement for these improvements will be accomplished through the State Aid claim form process.

Please use this information in collaboration with the State Aid memo referenced within the Facilities Planning guidance document for a complete understanding of the implementation of the law.

Facilities Planning project managers and staff will be available to answer any questions you may have.

The detailed Facilities Planning guidance is available at:

www.p12.nysed.gov/facplan/documents/NYSafeActImplementation.pdf.



Americans With Disabilities Act Guidance Materials

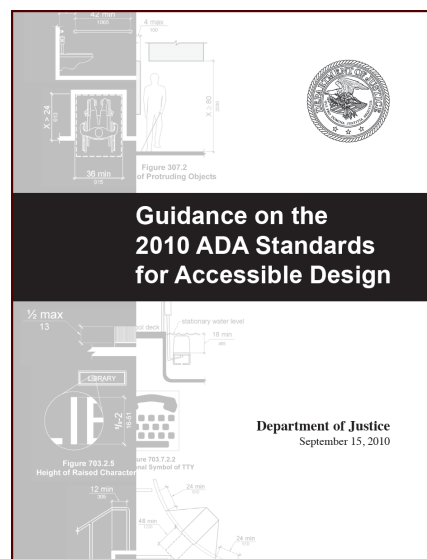
The United States Department of Justice's (DOJ) revised regulations for Titles II and III of the Americans with Disabilities Act (ADA) of 1990 (ADA) were published in the Federal Register on September 15, 2010.

The **2010 ADA Standards for Accessible Design**, as well as a companion guidance document are available on the DOJ's ADA web site.

ADA and accessibility issues are a critical part of the Facilities Planning project review process. Please take the time to review these materials with your project architect as you work to plan your next capital construction project.

www.ada.gov/2010ADASTandards_index

www.ada.gov/2010ADASTandards_index.htm



Integrated Pest Management (IPM) & Preparing for School Vacations

Schools are gearing up for vacation—an ideal time for mice and other unwanted pests to move into student lockers, teacher's lounges, and kitchens, feast on stale peanut butter sandwiches, and set up a new home without the hassle of being detected.

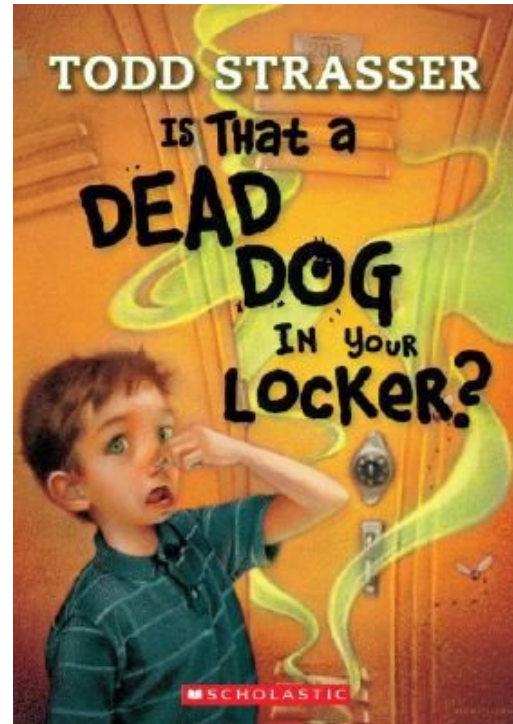
Two building pests in particular, cockroaches and mice, are happy to enjoy the uninterrupted access to food supplies in food service storage; and will be very pleased to find an increase in food debris in classrooms, desks, and lockers.

Therefore, Lynn Braband, Senior Extension Associate with the NYS IPM Program, recommends that schools strongly consider extra efforts to remove trash before your staff turns the lights off on 2013. Sanitation is one of the best and least toxic methods of reducing pest risk in your school buildings.

Remember, IPM is something we all need to do. It's not something we can simply hire for someone to do for us. We all need to share in the responsibility for creating and maintaining a successful school IPM program.

The last issue of the Facilities Planning Newsletter featured ***Integrated Pest Management for School and Municipal Buildings, Part 1***—courtesy of the New York State IPM Program at Cornell University and J. Gangloff-Kaufmann.

Please find ***Integrated Pest Management for School and Municipal Buildings, Part 2*** on the following pages.



<http://6gradescene.blogspot.com/2010/03/is-that-dead-dog-in-your-locker-by-todd.html>



American cockroach (1 3/8-2 1/8", 34-



German cockroach (1/2-5/8", 13-16mm)



wood cockroach (7/8-1 1/8", 22-30 mm)

http://nysipm.cornell.edu/pest_key/two_or_more_structures.asp

Community IPM

Integrated Pest Management for School and Municipal Buildings, Part 2

J. Gangloff-Kaufmann, New York State Integrated Pest Management Program, Cornell University

What is integrated pest management (IPM)?

IPM is a proactive approach that uses a wide range of methods to solve pest problems while minimizing risks to people, property, and the environment.

IPM step one is covered in a previous document.

IPM step two: Record keeping

Records are used to coordinate pest management efforts, to communicate with people affected by these activities, and to evaluate the effectiveness of the pest management program. (Notification and public awareness campaigns are important, especially in public buildings. Building occupants should be kept informed of the steps being taken to manage pests.) Record keeping allows the IPM coordinator and the pest control technician to fully understand the pest management situation, both historically and currently, and to plan for the future.

Creating your log book

Some organizations arrange all their records into a pest management log book to simplify and streamline pest management activities. This log book facilitates communication between building occupants, building maintenance staff, the IPM coordinator, administration, and the contracted pest management service or technician.

Some of this record keeping is required by law. Legislation that took effect on March 1, 2001 mandated notification requirements for schools and child care providers. Counties are also authorized to adopt the legislation for homeowners. Details of the legislation are available at the New York State Office of the Attorney General website:

Information entered in your records should be accurate, thorough, and legible. Remember that the main reason to keep records is to communicate effectively, so that everyone understands your pest management program.

Each building should have its own customized log book. All records and information pertaining to the pest management program should be stored there. The log book should be in a central area where anyone associated with the organization, especially a contracted pest management service, will have access to it. One person should make sure the book is used correctly and kept in a secure place and made available.

Keep one set of permanent records, but ensure that copies are available in the log book for use by anyone who's interested. This is especially important for the pest sighting log.



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It's easiest to use a three-ring binder with dividers to create your log book. The sections can be organized as follows:

1. **Background and contact information:**
 - a. Any pest management or pesticide policies;
 - b. Your integrated pest management plans;
 - c. Contact information for IPM coordinator;
 - d. Telephone number for poison control center.
2. **Local laws related to pesticide use:**
 - a. County or city pesticide phase out laws;
 - b. State notification laws and guidelines;
 - c. Other relevant legal information about pesticide use.
3. **Records and forms (templates at the end of this document):**
 - a. A site plan of the building interior and an exterior site plan of the grounds—both must be able to be copied easily (see Figures 1 and 2).
 - b. Structural and pest problem inspection checklist.
 - c. A pest sighting and follow-up log. Used by the building occupants to report any sighting or signs of pests.
 - d. Trap monitoring sheets (for example a cockroach monitoring record sheet).
 - e. Any other monitoring information sheets, such as for landscape pests.
4. **Pest fact sheets and information to educate building occupants:**
 - a. Pest and pest management fact sheets (they can be found at Cooperative Extension or health department websites), brochures, tip sheets, posters, or table-top displays, etc.
5. **Products and safety section:**
 - a. The pesticide product label and a Material Safety Data Sheet (MSDS) for every product used for pest control are required by law to be available on the site of application. The MSDS must be accessible in case of an emergency and can make a big difference in response to poisoning or fire. The pesticide label contains directions for use. Remember: **THE LABEL IS THE LAW.**
 - b. Fact sheets, brochures, policies, etc. related to personal and applicator safety.



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How to use the site plan

Site plans are used to direct the inspection and record its results. Sites plans are maps of the property that show important features; building site plans are usually floor plans (Figure 1), while exterior site plans (Figure 2) show the location of trees, notable plantings, landscape features, and problematic situations that need to be addressed.

Many pest problems originate outside. Even if your responsibilities don't include landscape management, an exterior site plan may help you understand the source of your interior pest problem. Pests may originate in shrubs or trees, wood structures or debris, under concrete slabs, etc.

You'll mark the locations of important aspects of the pest management program on the site plan. Note the location of monitoring stations, pest problems (current or potential), recommended work (such as exclusion), and the control efforts (such as traps, bait stations, or pesticide application). For example, on your site plan, you might note where you placed a monitoring station, found a water leak, or received a report of a pest sighting.

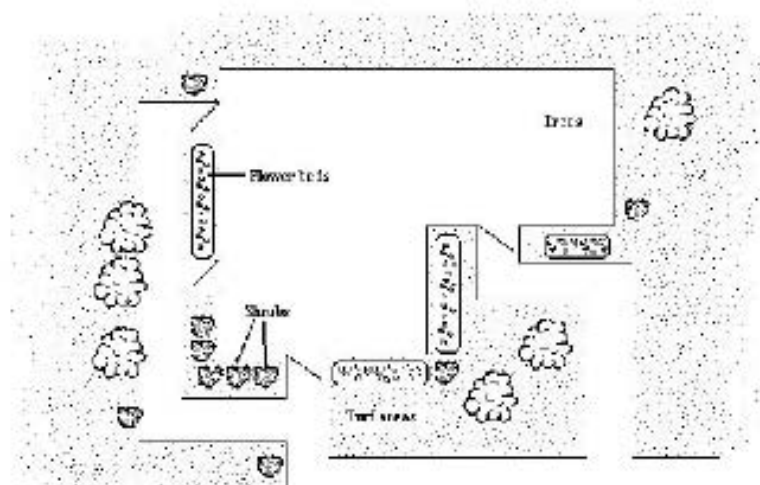


Figure 1. An example of a site plan for exterior landscaping.

If you're dealing with a pest problem, track the locations of your control techniques on the site plan and use separate logs to note more details. For example, if you set a series of mouse traps, you'd show the locations of the traps on the site plan and use a trap monitoring form to track the dates the traps were placed and checked, their condition, and what you found (see Appendix B, example of monitoring form for cockroach traps). This helps determine whether pest numbers increase or decrease, or if the problem moves.

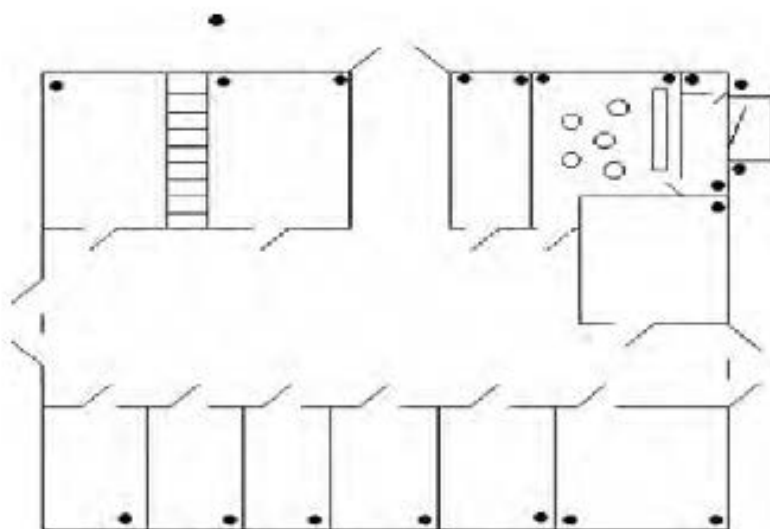


Figure 2. A site plan for interior pest control. Dots represent the locations of pest monitoring traps.



Cornell University
Cooperative Extension



New York State
Integrated Pest Management
Program

Produced by the New York State Integrated Pest Management Program, which is funded through Cornell University, Cornell Cooperative Extension, the NYS Department of Agriculture and Markets, the NYS Department of Environmental Conservation, and USDA CSREES. Design by Karen English, New York State IPM Program. Cornell Cooperative Extension provides equal program and employment opportunities. © 2012 Cornell University and the New York State IPM Program. Posted 4/2012 at www.nysipm.cornell.edu/factsheets/buildings/municipal/ipm_step2.pdf

www.nysipm.cornell.edu

AHERA Short-Term Worker Notification Reminder

The federal Asbestos Hazard Emergency Response Act (AHERA) requires public and nonpublic schools to:

inform all non-school employees who perform short-term work in a school building, such as electricians, plumbers, and telephone repair workers of the locations of any known or assumed asbestos-containing building materials (ACBM) in the building (§763.84(d)).

The school's asbestos designee is responsible for ensuring that short-term workers, prior to commencing any work, are informed and shown where known or assumed ACBM is located in the building. A policy should be in place whereby the asbestos designee meets with short-term workers upon their arrival at a school.

If the procedure is not followed, a situation may occur where a short-term worker performs work in an area containing ACBM, thereby creating an asbestos fiber release. This incident may inadvertently expose students, staff, and the worker who caused the incident to asbestos fibers.

The notification requirement is best accomplished by showing the short-term worker a floor plan of the school, with the locations of all known and assumed ACBM highlighted, as well as providing clear instructions detailing where work should and should not be performed. This notification process must be documented in the school's AHERA management plan.

The following links provide detailed information on the AHERA requirements:

www.epa.gov/asbestos/aherarequirements.pdf

www.epa.gov/asbestos/asbestos_in_schools.html#AHERA

NYS OGS—On-Line Green Cleaning Courses

The New York State Office of General Services (OGS) has developed a series of **free online green cleaning training courses** available at: <https://greencleaning.ny.gov>.

These courses include the following titles:

- ✓ Introduction to Green Cleaning and Green Cleaning Programs
- ✓ Basics of Green Cleaning
- ✓ Restroom Cleaning
- ✓ Supervisory (Managing Change/Transition)
- ✓ Carpet Care and Maintenance
- ✓ Floor Care and Maintenance—Part 1
- ✓ Floor Care and Maintenance—Part 2
- ✓ Enhanced Green Cleaning Guidance to Reduce the Spread of Communicable Disease

Courses include both a pre-test and post-test of the participant's knowledge of the course content. After the successful completion of each course, a Certificate of Completion can be created and printed, or saved as an Adobe Acrobat file (PDF) for future printing.

The goal of these courses is to encourage knowledge associated with green cleaning. Course materials, such as training manuals and Quick Reference Cards, can be downloaded from the Customizable Documents and Templates section of the website and used in conjunction with the online courses.



Material Safety Data Sheets



Hazard Communication Safety Data Sheets

The Hazard Communication Standard (HCS) requires chemical manufacturers, distributors, or importers to provide **Safety Data Sheets** (SDSs) (formerly known as Material Safety Data Sheets or MSDSs) to communicate the hazards of hazardous chemical products.

As of June 1, 2015, the HCS will require new SDSs to be in a uniform format, and include the section numbers, the headings, and associated information under the headings below:

Section 1: Identification includes product identifier; manufacturer or distributor name, address, phone number; emergency phone number; recommended use; restrictions on use.

Section 2: Hazard(s) identification includes all hazards regarding the chemical; required label elements.

Section 3: Composition/information on ingredients includes information on chemical ingredients; trade secret claims.

Section 4: First-aid measures includes important symptoms/ effects, acute, delayed; required treatment.

Section 5: Fire-fighting measures lists suitable extinguishing techniques, equipment; chemical hazards from fire.

Section 6: Accidental release measures lists emergency procedures; protective equipment; proper methods of containment and cleanup.

Section 7: Handling and storage lists precautions for safe handling and storage, including incompatibilities.

Section 8: Exposure controls/personal protection lists OSHA's Permissible Exposure Limits (PELs); Threshold Limit Values (TLVs); appropriate engineering controls; personal protective equipment (PPE).

Section 9: Physical and chemical properties lists the chemical's characteristics.

Section 10: Stability and reactivity lists chemical stability and possibility of hazardous reactions.

Section 11: Toxicological information includes routes of exposure; related symptoms, acute and chronic effects; numerical measures of toxicity.

Section 12, Ecological information*

Section 13, Disposal considerations*

Section 14, Transport information*

Section 15, Regulatory information*

Section 16: Other information, includes the date of preparation or last revision.

***Note:** Since other Agencies regulate this information, OSHA will not be enforcing Sections 12 through 15(29 CFR 1910.1200(g)(2)).

Employers must ensure that SDSs are readily accessible to employees. See Appendix D of 1910.1200 for a detailed description of SDS contents. For more information: www.osha.gov



www.osha.gov/Publications/HazComm_QuickCard_SafetyData.html

Fire Protection Systems Out of Service

Many school districts experience difficulty with fire protection systems from time to time. This is a reminder that New York State Fire Code Section 901.7 **requires** the school district to immediately notify both the local fire department and the State Education Department (SED) Office of Facilities Planning as the Code Official when a fire protection system is out of service. A fire protection system could be a fire alarm, sprinkler, standpipe, wet or dry chemical system, etc.

SED as the Code Official will advise whether the building must be evacuated or whether an approved **fire watch** may be implemented until the system is fixed.

Per the Code:

"Where utilized, fire watches shall be provided with at least one approved means for notification of the fire department and their only duty shall be to perform constant patrols of the protected premises and keep watch for fires."

This means exactly what it says. The **fire watch** shall not be a hall monitor, classroom aide, or security guard with other duties. Facilities Planning will generally allow fire watches if the system can be fixed within a reasonable timeframe, i.e. less than one week.

Please contact staff to discuss replacing systems that are in constant need of repair.



Facilities Planning: True or False



Managing a school facility requires a skilled professional adept at understanding and interpreting a wide variety of requirements. This article addresses issues which school facility directors often need to address. This is a regular feature in the Facilities Planning newsletter.

True or False?

The results of school facility environmental testing, such as radon, asbestos, or lead can be kept confidential and are not subject to the Freedom of Information Law (FOIL).

False.

Testing results must be made available upon request and must also be shared with the members of the school district health and safety committee.

True or False?

Certificates of occupancy should be filed in the school district's central office.

False.

Certificates of occupancy must be displayed in a prominent location near the main entrance of the building.

True or False?

A pesticide product in an aerosol spray can of 18 ounces or less may be applied by any staff person in the school.

False.

Only staff currently licensed by the New York State Department of Environmental Conservation (DEC) as a pesticide applicator (or apprentice) may use a such a product in a school building or on school grounds. Also—if any staff apply any products in a school or on school grounds, the school district must be registered as a pesticide business by DEC.

True or False?

Federal Occupational Safety and Health Act (OSHA) rules are enforced in New York State public schools by the New York State Department of Labor Public Employees Safety and Health (PESH) bureau.

True.

PESH, created in 1980, enforces safety and health standards promulgated under the United States OSHA and several New York State standards.

Questions From the Field:

This section will address an actual question which has been raised by a school facility professional in the field.

Is it permissible to replace smoke detectors with heat detectors in school science laboratories - classrooms?

The Code as written would allow the replacement of smoke detectors with heat detectors. On the other hand, we **strongly** recommend the presence of smoke detectors.

The time to initiate a fire alarm is shorter with smoke detectors than with heat detectors. In addition, it is unclear whether the purposeful generation of smoke in a space constitutes an environmental condition whereby heat detectors may be installed in lieu of smoke detectors under NFPA 72.

Fire alarm system arrangements that create frequent, false alarms are not a good thing. False alarms may result in time lost from the education program; and may have a negative impact on occupant reaction times, if there was ever a situation where the alarm was for an actual fire.

Additional questions and/or concerns related to this topic may be directed to Marty Doyle at mdoyle@mail.nysed.gov.

