

April 2006




# REGISTER

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THE NEWSLETTER OF THE COALITION FOR ADEQUATE SCHOOL HOUSING

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## South Gate NEW Elementary School

*See page 8 for details*

# Message From The Chair



Pamela T. Johnson, C.A.S.H. Chair

## Governor and Legislature Approve a School Bond

It was not clear until the proposal was approved whether Republican lawmakers would vote for it in light of their concerns about adding to California's debt burden, the state's

stringent environmental regulations, and several other issues. To gain their approval, Democratic lawmakers agreed to ease some environmental regulations for building levees and bridges, and

### The K-12 school bond contains the following provisions

	<i>In Millions</i>
• Continuing Programs	
– New Construction	\$1,900
– Modernization	\$3,300
– Charter Schools	\$500
– Joint Use	\$29
• Proposition 55	
– New Construction Remaining	\$3,485
• Estimated Modernization Backlog by November	\$800
• New Programs	
– Seismic Upgrades <sup>1</sup>	\$199.5
– Small Schools <sup>2</sup>	\$200
– Career Technical	\$500
– Overcrowded Schools	\$1,000
– Incentive Grants for sustainable schools	\$100

<sup>1</sup> Included in New Construction and Modernization.

<sup>2</sup> Included in New Construction and Modernization.

### Infrastructure Bonds

After not quite reaching the finish line in their last attempt, early on Friday morning May 5, the Senate and Assembly approved an infrastructure bond package that included separate bonds to address transportation and air quality, levee repairs, housing and school construction and modernization, for a total of \$37.3 billion.

conceded to preliminary approval for private companies to operate certain roads. The bonds will be placed on the November 7, 2006, General Election Ballot.

The Governor stated, "For the first time in a generation, we are making a real investment in our state's future. The Strategic Growth Plan will build new schools and fix old ones, strengthen our levees to help prevent a Katrina-style disaster, and reduce traffic congestion so Californians can spend more time with their families."

### School Bond

This bond is very similar to the previous bond proposal contained in SB 69. The primary difference is that the

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# REGISTER

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The CASH Register is published eleven times a year (January through November) by the Coalition for Adequate School Housing (C.A.S.H.) and distributed to C.A.S.H. members. Over 1,000 rapidly growing school districts, county offices of education, architects, attorneys, bond counsel, financial institutions, developers, contractors, consultants, inspectors, licensed professionals, manufacturers of portable classrooms, maintenance suppliers and others who are concerned about school construction issues hold C.A.S.H. memberships.

The CASH Register solicits articles on school facility-related topics from the membership. If you are interested in submitting an article, please send it or a letter of inquiry to: Editor, CASH Register editorial office, 1130 K Street - Suite 210, Sacramento, CA 95814. Sorry, we are unable to return or acknowledge unpublished manuscripts. The views expressed herein are those of the authors and not necessarily those of the Coalition for Adequate School Housing, its board, staff or general membership.

# C.A.S.H. School Facilities Leadership Academy

By Bob Blattner

With three months to go before the C.A.S.H. School Facilities Leadership Academy opens its doors, interest and enthusiasm is already surging for an idea whose time has apparently come. The curriculum is in place, the Academy calendar and housing logistics are finalized, applications and requests are streaming in, and the final touches are being made to program delivery and organization, which will borrow a great deal from the very successful experience of FCMAT's CBO mentor program.

The entire institutional resources of C.A.S.H. have been tapped to deliver this leadership program, which takes on the daunting challenge of teaching in one year the full-range of facilities management from project bidding and construction management to facilities maintenance and repair, from new construction to modernization, from debt financing to school closures, from school board relations to the leadership components that weave through every part of the curriculum. This knowledge must be understood not just conceptually, but practically too, as the stakes involved in school facility administration are enormous.


In his letter introducing the Academy ("the leading professional development program for our current and future facility leaders") to his fellow school district superintendents, former C.A.S.H. Chair Terry Bradley clearly identified the need for the Academy.

"Because school districts throughout California invest billions of dollars annually in the construction, modernization, maintenance and operation of school facilities, the role of the Chief Facility Official has emerged as one of the most important positions on our leadership teams," Dr. Bradley wrote. However, he continued, "As you have probably discovered, if you have

attempted to recruit a chief facilities administrator, there is a tremendous shortage of highly qualified personnel. The purpose of this Academy is to develop a "pool" of trained facility administrators who will be able to assume these positions as more and more of our current Chief Facility Officials retire over the next few years."

The Academy's inaugural year kicks off with a three-day institute August 9-11, to be followed in each month through June (except for December and February) by nine sessions lasting Friday afternoon through Saturday afternoon. The interims between each session will include assignments for

completion, often in collaboration with mentors and fellow classmates. Applications for both participants and mentors are still being accepted through May 19, and are available on the C.A.S.H. website at [www.cashnet.org](http://www.cashnet.org) or by request at (916) 448-8577. Response has already been enthusiastic – the Academy's first class of 25 will represent a broad array of high-powered participants.

Queries can be addressed to Gretchen Kocinsky at [gkocinsky@m-w-h.com](mailto:gkocinsky@m-w-h.com). 

– Bob Blattner is the president of Bob Blattner and Associates and is the Director of the C.A.S.H. School Facilities Leadership Academy.

## ***Some of the common questions asked so far by prospective participants are:***

**Q:** I'm from a small district; is there any chance that I could be considered?

**A:** Absolutely. Selection of the inaugural class will consciously draw from varied backgrounds – north and south, large district and small, rural, urban and suburban, growing districts and declining, public sector and private. The only common denominator will be the participants' high level of capability and commitment.

**Q:** I'm excited to participate, but I'm not sure if I should be a mentor or a Participant.

**A:** Mentors are expected to be experienced leaders of a school district's and county office of education's entire facilities operation, with both technical and practical experience across the full range of responsibilities and challenges that come with that position. Additionally, they must possess the commitment to passing that expertise and experience on to the next generation of school facilities leaders. If you still are unsure, please contact us at the Academy.

**Q:** I work for a private firm, and my employers are reluctant to give me the time off to attend, or to help with my tuition unless they have more detail regarding the curriculum and the instructors.

**A:** An extended syllabus is now posted on the Academy website; the curriculum has been prepared by the state's unquestioned experts in each particular area. The three core instructors for the program will be C.A.S.H. Board Members Lettie Boggs, Colbi Technologies, Bill Savidge, West Contra Costa Unified School District and immediate past-chair of C.A.S.H. Eric J. Hall, San Dieguito Union High School District. Assisting them at times will be the experts who developed the curriculum, as well as acknowledged leaders in the world of school facilities, such as Constantine Baranoff, Terry Bradley, Dave Doomey and Mamie Starr.

# Contributors to the 2006 Statewide Bond Campaign

(As of May 8, 2006)

The C.A.S.H. Board of Directors thanks the following members who have made generous contributions to our fundraising efforts for the 2006 Statewide School Bond Campaign. The Board encourages all members to make a generous contribution to our efforts. If you or your firm would like to make a contribution, please use the Contribution Form on page 5

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**ISSUES COMMITTEE**

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***To expedite recognition for your contribution on the C.A.S.H. web site, in the CASH Register, at C.A.S.H. meetings and other functions, please fax a copy of this form to the C.A.S.H. office at (916) 448-7495.***


Contributions to the Coalition for Adequate School Housing Issues Committee are not deductible as charitable contributions for federal income tax purposes. Moreover, contributions are for the purpose of influencing voters on ballot measures and are regarded as payments for "grassroots lobbying" which are not deductible as a business expense (IRS Regulation 1.162-20 [b], [c]). Contributions from foreign principals may not be accepted.

# DSA Is On Track With Proposed New Model International Building Code (IBC) Amendments

As reported previously by C.A.S.H. and DSA, a new model code for the state of California, the IBC, along with amendments developed by DSA and other state agencies, will be proposed to the Building Standards Commission in May 2006 for adoption as the next California Building Code (CBC). DSA developed a web-based process to facilitate technical input by stakeholders regarding the disposition of current

amendments and development of new amendments to the IBC. DSA has been collecting and analyzing stakeholder input, and they are on track to complete the last phases of their work plan to submit proposed amendments to the Building Standards Commission in May 2006. See the DSA Work Plan below.

The C.A.S.H. June Monthly Workshops (June 27 in Sacramento

and June 30 in Ontario) will feature DSA and their work, including a CBC adoption update, Title 24 Standards, ADA issues, Energy Program update, major mistakes school districts make dealing with DSA, and the processes of and interactions with the California Geological Survey. More information will be forthcoming regarding the code adoption process and the June monthly workshops. 

## DSA WORKPLAN

### *Adoption of the new Model Building Code (IBC) As of March 24, 2006*

#### **Phase 1. Web-based Stakeholder/Staff Input on Existing DSA Structural Safety Amendments in the Current Code (2001 edition CBC)**

1. DSA website posting of current amendments on electronic templates.
  - a. Phase 1 templates are for technical assistance and data collection only
  - b. In Phase 1 a blank template will be available for submission of suggestions for new amendments which DSA will consider.
  - c. Stakeholders can input their comments directly into the template
2. DSA collects and compiles stakeholder/staff input

#### **Phase 2. DSA Review of Stakeholder Input and Development of Initial Proposals**

1. Existing and Proposed New Amendments
  - a. DSA reviews stakeholder/staff input collected on Phase 1 templates and evaluates per the “nine-point criteria” of Building Standards Law, Health & Safety Code Sec. 18930
  - b. DSA prepares initial proposals. Proposals will fall into 1 of 3 categories:
    - i. Amendments proposed for repeal (do not conform with nine-point criteria)
    - ii. Amendments proposed for continuation (conforms with 9 point criteria)
    - iii. Amendments for which further input and study is needed (analysis is incomplete or viewpoints differ)
2. IBC provisions
  - a. • DSA reviews selected model code provisions for adoption
  - b. • DSA prepares initial proposals. DSA may propose:
    - i. To adopt, or to adopt with amendment
    - ii. To not adopt
    - iii. To hold for further study (analysis is incomplete or viewpoints differ)
3. DSA posts proposals from 1 and 2 above on the web in Phase 3 templates for response

#### **Phase 3. Web-based Stakeholder/Staff Response to Initial Proposals**

1. DSA collects and compiles stakeholder/staff response
2. DSA revises proposals pursuant to stakeholder/staff response
3. DSA Advisory Board (DSA AB) holds meetings as may be needed to:
  - a. • Discuss proposals held for further study (incomplete analysis / differing viewpoints)
  - b. • Provide opportunities for public comment

**Note:** The Building Standards Committee of the DSA AB will review DSA's Structural Safety (SS) proposals and the Universal Design Committee of the DSA AB will review DSA's Access Compliance (AC) proposals

4. DSA revises proposals per DSA AB recommendations
  - a. • Finalize proposals that will be included in the IBC-based rulemaking package
  - b. • Unresolved further study items to be held for next annual rulemaking cycle

#### **Phase 4. DSA Preparation of IBC-Based Rulemaking Package**

5. Coordination of draft express terms with other proposing agencies
6. Internal processing for approval to submit package for formal rulemaking
7. Submit to Building Standards Commission in May 2006

# Williams Emergency Repair Program

By Kenn Young

Now that California is well into the second year of implementation in the Williams settlement legislation, over \$200 million has been allocated from the State budget to the Williams Emergency Repair Program (ERP) fund. The ERP was created to reimburse school districts for the cost of repairing building systems or structural components that pose a health and safety threat in decile 1-3 schools (based on the 2003 API) built before January 1, 2000. However, since less than \$1 million of ERP funds have been distributed to school districts to date, the \$199 million question

**Since less than \$1 million of ERP funds have been distributed to school districts to date, the \$199 million question everyone keeps asking is, "How can my district access the money?"**

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As part of the Williams settlement in 2004, SB 6 established the ERP to eventually provide approximately \$800 million to deal with emergency facility conditions across the state. SB 6 gives the State Allocation Board (SAB) the authority to make sure that ERP funds are expended in accordance with program requirements and Ed. Code. As the SAB's administrative arm, the Office of Public School Construction (OPSC) has been charged with developing regulations for the ERP, including determining reimbursement eligibility and auditing expenditures.

Since the ERP is a reimbursement program, school districts must first complete and make payment for the repair or replacement work prior to submitting a request for funding to OPSC. In response to feedback from

numerous school districts, OPSC has recently implemented a new optional step in the intake process that enables school districts to submit their emergency facility condition and supporting cost estimate to their OPSC project manager for a quick preliminary review before moving forward with the work. This step will be extremely helpful to districts to know up front if their project might be eligible for ERP funding.

Whenever possible, the following supporting documentation should be provided to the district's OPSC project manager for the preliminary review


process when an emergency condition exists (this information can be faxed or emailed in order to expedite the process):

- a. Brief written description of the emergency condition at a decile 1-3 school (based on the 2003 API) built before January 1, 2000, along with an explanation of how that condition poses a health and safety threat to students and/or staff
- b. Copy of the School Facility Needs Assessment (SFNA) identifying the emergency condition (if the condition existed at the time the district's SFNA was prepared)
- c. Signed copy of an Interim Evaluation Instrument (IEI) identifying the health and safety threat (if the condition existed during the IEI visit)
- d. If the condition did not exist at

the time the SFNA was prepared or the IEI visit occurred, then provide an inspection report by qualified individual(s) or firm(s) verifying the condition described in (a.) above.

- e. Cost estimate by qualified individual(s) or firm(s) containing a cost estimate to repair the building systems or structural components that pose a health and safety threat described in (a.) above.
- f. Photos showing the emergency condition prior to the repair work being performed (if available)
- g. Copy of complaint(s) made by parents, students, or staff referencing the problem (if available)

Once the school district has actually completed and made payment for the repair or replacement work, they should submit the documentation above along with a completed SAB 61-03 Application for Reimbursement and Expenditure Report, a copy of all construction contracts and schedule of values, copy of all change orders (if applicable), copy of all purchase orders or purchase agreements (if applicable) and a copy of architect agreement and schedule of fees.

OPSC's website contains a link to ERP information that districts will find helpful in learning more about the program as well as downloading required applications and forms. The website is: [http://www.opsc.dgs.ca.gov/Programs/ERP\\_Main.htm](http://www.opsc.dgs.ca.gov/Programs/ERP_Main.htm). We also recommend that you check out their Frequently Asked Questions link to the ERP at: [http://www.opsc.dgs.ca.gov/Programs/ERP\\_FAQ.htm](http://www.opsc.dgs.ca.gov/Programs/ERP_FAQ.htm) 

*– Kenn Young is the Deputy Superintendent of Administration and Business Services for the Riverside County Office of Education and a C.A.S.H. Board Member.*

# Governor Schwarzenegger Signs an Executive Order Establishing Climate Change Emission Reduction Targets for California

On June 1, 2005, Governor Schwarzenegger signed an Executive Order establishing climate change emission reduction targets for California. The Executive Order precipitated the establishment of a multi-state agency team called the Climate Action Team. The Climate Action Team submitted their final report to the Governor last month.

On April 10 the Governor convened a summit in San Francisco to begin considering the recommendations in the report. The full report and executive summary can be viewed at [www.climatechange.ca.gov/climate\\_action\\_team/reports](http://www.climatechange.ca.gov/climate_action_team/reports) (click on Executive Summary and/or Final Report). While public education is mentioned specifically only in a couple of places in the report, other recommendations could have direct or indirect implications for school districts.

Public Education is mentioned specifically only twice in the report.


- K-12 curriculum to ensure the public is informed about the issue of climate change and what they can do to reduce emissions and adapt to adverse consequences (page 98).
- Universities and community colleges to lead technology development and train the next generation of technicians needed to operate and service those technologies (page 99-100).

However, following are recommendations in the report that might have a

potential impact on school facilities, budgets and operations.

- Diesel Anti-Idling—July 2004 ARB limited diesel-fueled commercial motor vehicle idling (page 41). Impacts school bus operations.
- Alternative Fuels; Biodiesel Blends – Would require the use of 1 to 4 percent biodiesel displacement of diesel fuel (page 44). Impacts school bus and other vehicular operations.
- Reduced Venting and Leaks in Oil and Gas Systems—A rule would be developed by local Air Pollution Control Districts (page 45). May or may not impact school operations.
- Building Energy Efficiency Standards – PRC 25402 authorizes the Energy Commission to adopt and update building energy efficiency standards that apply to new construction, additions, and alterations to existing buildings. (page 51). Energy standard updates could impact school construction, renovation, and modernization.
- Appliance Energy Efficiency Standards – PRC 25402 applies to appliance energy efficiency standards (page 52). This could impact schools' purchase of food service equipment, HVAC, computers, etc.
- Cement Manufacturing—Establish cost effective reductions to reduce energy consumption and to lower carbon dioxide emissions in the cement industry (page 53). Could

impact cost and supply of cement to school districts.

- All load serving entities (defined as entities responsible for procuring and delivering electric power to customers) would achieve a 20 percent off retail electricity sales from renewable energy sources by 2017 (page 54). Could impact price and supply of electrical energy to school districts.
- Smart land use and increased transit availability should be a priority (page 57). Planning and placement of residential units could impact school siting decisions.
- Institute regulatory incentives to encourage utilities to promote customer changes to rate design and market rules (page 62). Schools were caught up in the last rate re-structuring proposals from the PUC.
- Market-Based Program or “Cap and Trade” – Set emissions caps on greenhouse gas producers (page 67). It does not appear that schools would fall under this regulation, but we will continue monitoring the situation. The report says there are five key industries that they would target with this regulation: electric power; oil refining; oil and gas extraction; landfills; and cement production. Again any new rules, regulations, costs on cement production could have a cost and supply impact on school construction. 

– Duwayne Brooks

# Pest Prevention

## Indoor Maintenance Practices

By Sewell Simmons

### Introduction

Effective maintenance practices that exclude pests, reduce shelter, and remove sources of food and water form the basis of the best pest prevention practices in school buildings. These include both the planned maintenance activities that avoid damage or deterioration, as well as the unplanned activities that become necessary when defects or vulnerabilities in school facilities become apparent. Inspection of facilities at regular intervals with a continual awareness of potential pest problems is an important key. While inspection involves substantial input and commitment, its value in pest prevention will ultimately lead to lower maintenance costs.

Below are practices that will help managers, staff, and contractors in planning indoor maintenance. Sources listed in the reference section contain many additional suggestions.

### Indoor Maintenance Practices

#### CLASSROOMS, OFFICES, AUDITORIUMS, GYMNASIUMS, AND HALLWAYS:

##### Exclusion

- Maintain smooth floor surfaces free of cracks and holes. Repair cracks and crevices in walls, floors and pavement.
- Keep exterior doors throughout the building closed when not in use.
- Place weather stripping and door sweeps on doors to prevent pest entry.
- Seal openings around potential insect and rodent runways, e.g., electrical conduits, heating, ventilation, and air conditioning (HVAC) ducts and plumbing pipes.

- Change HVAC filters regularly.
- Clean HVAC supply and return vents periodically.
- Caulk permanent bulletin boards, mirrors and other wall fixtures.
- Screen floor drains.

##### Sanitation

- Allow food and beverages only in designated areas.
- Communicate to staff and students the importance of sanitation in pest prevention and how they can help, e.g. removing food or food wrappers from lockers and desks on a daily basis.
- Remove any leftover food items from classrooms (e.g. snack food) or store in sealed containers.
- Remove accumulated debris along wall/floor junctures, on top of equipment, etc.
- Keep food or other perishable products away from walls.
- Collect and remove waste materials daily from all rooms and deposit in a refuse bin, compactor or designated pickup location.
- Promptly dispose of, or recycle, packing and shipping materials, e.g. bags, boxes, and pallets.
- For animal wastes (from classroom pets or laboratory animals), either flush down toilet or place in sealed containers or plastic bags before disposal.

##### Routine cleaning

- Empty and thoroughly clean lockers and desks at least twice per year (e.g. winter break and at the end of each school year).
- In classrooms and offices, thoroughly clean around and under furniture that is rarely moved (e.g. staff desks, bookcases, and filing cabinets) to remove accumulated lint, etc. at least annually.

- Ensure that the inside of vents and ducts are inspected at least every three years and cleaned (when needed) by a certified contractor.
- Remove out-of-date charts or paper notices from walls monthly.
- Maintain walls and windows free of dust, cobwebs, etc.
- Frequently vacuum carpeted areas.
- Maintain clean drains.

##### Moisture management

- Keep areas as dry as possible by removing standing water and water-damaged or wet materials.
- Correct moisture sources (e.g. ventilate areas where condensation frequently forms; repair plumbing, roof leaks, and dripping air conditioners).
- Keep sewer and water lines in good repair.

##### ROOMS AND AREAS WITH EXTENSIVE PLUMBING:

(e.g. bathrooms, rooms with sinks, locker rooms, science laboratories)

##### Exclusion

- Close off unused drains or drainpipe openings.
- Seal gaps around pipes and other wall penetrations.

##### Sanitation

- Clean floor drains, strainers, and grates on a regular basis.

##### Moisture management


- Promptly repair leaks and correct other plumbing problems to deny pests access to water.
- Keep areas dry. Avoid conditions that allow condensation to form. Increase ventilation if necessary.
- Inspect pipes and other sources of water (e.g. climate-control equipment) routinely to guard against leakage.
- Wrap sweating pipes with insulating tape.
- Store paper products or cardboard boxes away from moist areas and avoid direct contact with the floor or the walls.

*Continued on page 11*

# South Gate NEW Elementary School

A combination of form, function, circulation, site context and budget inspired the development of the compositional, modern scheme for this new elementary school. Vivid, saturated colors, bold forms, and a whimsical use of structure, such as “tilted” columns reflect the high energy and playfulness of grade school-aged children and provide a vibrant contrast to the lackluster context of the surrounding neighborhood.

The two-story, L-shaped, main building houses classrooms, the library and administrative functions. For maximum efficiency, the classrooms are placed at the building’s perimeter along double-loaded corridors to maximize introduction of natural light and non-mechanical ventilation.

In order to accommodate the program on the constrained site, the WWCOT team situated the buildings and playground over subterranean parking. The multipurpose room and playground will provide joint-use opportunities for after-school and early childcare programs and other community activities and events. 

**Client:** Los Angeles Unified School District  
**Project Size:** 54,600 square feet  
**Architect:** WWCOT



## **Pest Prevention**

*Continued from page 9*

### **FOOD PREPARATION AND SERVING AREAS:**

(e.g. main kitchen, dining room, teachers' lounge, snack area, vending machines, and food storage rooms)

#### **Exclusion**

- Seal all permanently installed furniture in kitchens and laboratories at points of attachment, under counter tops, and inside to prevent harborage of pests in the gaps. All built-in cabinets, closets and similar case-ment/millwork must be sealed, leaving no gaps for pests to hide in.

#### **Sanitation**

- Allow food and beverages only in limited, designated areas.
- Store food in containers that are inaccessible to pests. Containers must have tight lids and be made of plastic, glass, or metal.
- Store and seal food waste (from preparation and serving areas) in plastic bags before removal. Waste should be removed at the end of each day.
- Keep indoor garbage in lined, covered containers and empty daily.
- Drain containers with liquid food residues (e.g. milk cartons or juice boxes) before discarding.
- Properly dry and store mops and mop buckets (i.e. hang mops upside down, empty buckets and rinse with clean water).
- Keep vending machines clean inside and out.
- Clean spills and repair leaks promptly in trash/recycling rooms, compactors and dumpsters.
- Regularly clean surfaces in food preparation and serving areas of any grease deposits.
- Use disposable wiping cloths or launder daily.
- Thoroughly clean around and under appliances and furnishings that are rarely moved (e.g. refrigerators, freezers, and shelf units) to remove accumulated grease, dust, etc. at least monthly.
- Clean food-contaminated dishes, utensils, and surfaces by the end of each day.

- Clean floors and vacuum carpets daily in areas where food is served, and at least weekly in other areas.
- In food service areas, remove drain covers and clean drains weekly (e.g. with a long-handled brush and cleaning solution). In other areas, such as drains under refrigeration units, clean drains monthly.
- Keep floor and sink drain traps full of water.

### **RECEIVING AREAS:**

#### **Exclusion**

- Maintain an inspection procedure for all receivables, and establish procedures for rejecting carriers with goods that show evidence of pest contamination or infestation.
- Maintain delivery truck floors and walls in good condition; damaged areas can provide harborage for insects and rodents.
- Close and secure dock doors when not in use.

#### **Sanitation**

- Keep the area beneath dock levelers clean.
- Do not stack materials against walls in receiving areas.
- If supplies are uncased in the receiving area, take empty cartons and cases to the trash disposal or recycling area immediately.
- Place received goods on clean shelves or mobile storage carts.

### **STORAGE AREAS:**

#### **Sanitation**

- Clean all spills immediately.
- Maintain clean shelves and ledges.
- Promptly remove contaminated or infested merchandise from the area and facility.

#### **Harborage reduction**

- Minimize clutter in storerooms and classroom storage areas.
- Store products on pallets or open shelving.
- Avoid the use of cardboard boxes and potential nesting materials, such as packing, in food storage areas for extended periods of time.

- Use metal shelving for storage. Metal is preferable to wood for shelving because it is easier to clean and does not absorb spilled materials.
- Ensure that there is no evidence of broken or exposed product(s) in stacks.
- Look for signs of insects or rodents near supporting posts of shelving or on overhead beams.
- Quickly dispose of all products spoiled by damage, insects, rodents, or other causes to remove potential pest breeding places.
- Rotate stored products on a "first in, first out" basis to reduce potential for pest harborage and reproduction.
- Maintain space for inspection (at least 6 inches) around bulk-stored products. Do not permit direct contact of bulk-stored products with walls or floors; this allows room for inspection and reduces pest harborage.
- Keep pallets at least 18 inches away from the walls.
- Store potential pest food items used in classrooms (e.g. beans, plant seeds, pet food and bedding, decorative corn, gourds) in refrigerator or in pest-proof containers (glass or metal containers with pest-proof lids are best).
- Store food products (except those to be used immediately) in refrigerators or pest-proof containers, not in cardboard boxes.
- Wash empty food/beverage containers with soapy water before storage to remove food residue.

### **REFERENCES**

Integrated Pest Management Kit for Building Managers. Massachusetts Department of Food and Agriculture, Pesticide Bureau, 100 Cambridge Street, Boston, Mass. 02202. <http://www.pestinfo.ca/documents/IPMkitforbuildingmanagers.pdf>

IPM Institute of North America, Inc. Part I. IPM Standards for School Buildings, [http://www.ipminstitute.org/school\\_buildings.htm](http://www.ipminstitute.org/school_buildings.htm)

IPM Institute of North America, Inc. Part II. IPM Standards for School Grounds, [http://www.ipminstitute.org/school\\_grounds.htm](http://www.ipminstitute.org/school_grounds.htm)

Responsible Pest Management: Best Practices and Alternatives, <http://www.pestinfo.ca/main/ns/9/doc/5>

*Continued on page 12*

## Pest Prevention

Continued from page 11

Rodent-Proof Construction and Exclusion Methods. Internet Center for Wildlife Damage Management, <http://icwdm.org/handbook/rodents/RodentExclusion.asp>

U.S. EPA, Pest Control in the School Environment: Adopting Integrated Pest Management, <http://www.epa.gov/pesticides/ipm/brochure/>

Wisconsin's School Integrated Pest Management Manual, Section I: Essential Elements of IPM, <http://ipcm.wisc.edu/programs/school/sec1.htm>



— Sewell Simmons is with the Department of Pesticide Regulation, Pest Management and Licensing Branch, and can be contacted at 1000 I Street, P.O. Box 4015, Sacramento, CA 95812-4015, by phone at 916-324-4245 or by email at [simmons@cdpr.ca.gov](mailto:simmons@cdpr.ca.gov).

## Message From The Chair

Continued from page 2

previous proposal contained a bond for 2006 and a bond for 2008 – AB 127 contains a bond for 2006 only. The following is a summary of the funding provisions of the bond.

### C.A.S.H.'s Bond Priorities

The adequacy of SFP grants has been C.A.S.H.'s top priority throughout the bond deliberations. This bond retains the same SFP grant increases that were in the previous bond - 7% for elementary and middle schools with 4% for high schools. The percentages could be increased by the State Allocation Board, and no earlier than January 1, 2008, based on review by the Office of Public School Construction; a grant adjustment would be limited, however, to

6%. That means we will receive this increase now and can get more later. The sticker shock of the cost of doing the full grant increases was more than the Department of Finance and the Legislature could agree upon. Their objective was to keep the school bond around \$10 billion. The full grant increase would have meant no additional new programs (career and technical, small schools and overcrowded sites) at the level needed for political agreement.

As far as other reforms, it does not include the developer fee reforms that we want to raise now in separate legislation. There are programmatic provisions of the new programs partially contained within the bond, but the programs will also need implementing legislation and/or regulation. From a global perspective, this is less of a reform bond and more of a business-as-usual bond with a few tweaks for career technical education, small schools, seismic safety, and sustainable schools.

To the best of our knowledge, the ADA compliance provisions will continue to be in separate legislation, as will the financial hardship and other programmatic reforms, such as repeal or phase-out of the MTYRE hit.

Finally, C.A.S.H. is pleased that the Governor and Legislature have approved a school bond for the November 2006 ballot, but there is more work to be done. The strength of the C.A.S.H. organization has always been the energy and expertise of our members, and we will need your help to convince voters how important passage of this bond is to building and renovating schools in California. It is crucial that we have sufficient resources available to ensure that we get this message out to the general public in a timely manner, so we highly encourage C.A.S.H. members to contribute to the bond campaign to ensure that we have the funding and the programs to continue to build and renovate schools to meet the current and future facilities needs of California's school children.

## FRC Update

### ENERGY SAVINGS AND EFFICIENCY

The following presentations on Energy Savings and Efficiency can be found on the Facility Resource Center at <http://www.cashnet.org> by **entering energy savings or energy efficiency** in the **Search Resource Center box**.

#### 1.1.24 Casting a New Light on Educational Facilities: A Lesson In Daylighting

*Neall Digert, Ph.D., MIES, Solatube International, CASH Register, November 2002, page 8.*

This article demonstrates, via several research papers, how daylighting can produce energy savings and improve the learning environment for students and the work environment of teachers and staff.

#### 1.1.26 Emerging Energy Conservation Technologies

*Gaylaird Christopher, AIA, Perkins and Will, February 2003.*

The 1<sup>st</sup> certified Collaborative for High Performance Schools (CHIPS), Newport Coast Elementary School, is presented here. A product of joint funding from DOE the resulting school is a highly energy efficient school that is 40% below Title 24 and cost competitive to design and build.

#### 5.2.8 Making the Case for Energy Efficiency, November 2001

*Virginia Law and Melinda Rogers, California Energy Commission*

#### 5.2.21 CHPS and LEED Requirements

*Bill Orr, California Integrated Waste Management Board.*

The benefits derived from designing to CHPS and LEED specifications are listed. This includes daylighting, building green and CHPS 2005 Best Practices manual.

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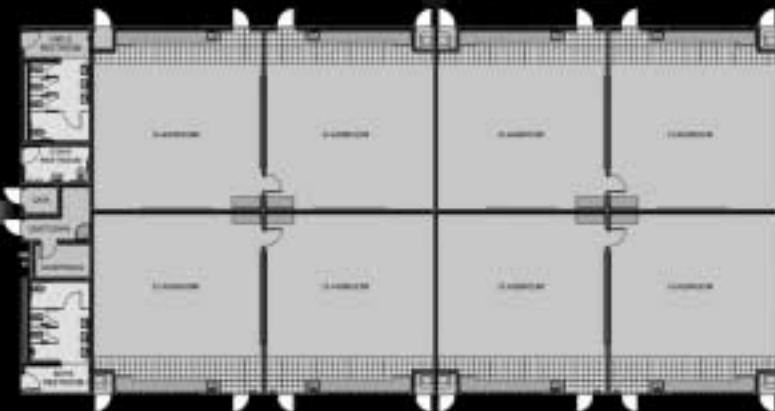
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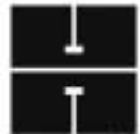
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Wednesday  
11:00 a.m. – 12:15 p.m.      **General Membership Meeting**  
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- June 27, 2006**  
Tuesday  
9:00 a.m. – 3:30 p.m.      **DSA Update Workshop**  
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- June 28, 2006**  
Wednesday  
11:00 a.m. – 12:15 p.m.      **General Membership Meeting**  
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- June 30, 2006**  
Friday  
9:00 a.m. – 3:30 p.m.      **DSA Update Workshop**  
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*Monthly C.A.S.H. meetings are held from 11:00 a.m. to Noon in Sacramento. The monthly meetings are always scheduled to coincide with the monthly meetings of the State Allocation Board on the fourth Wednesday of the month, except in November and December, to enable C.A.S.H. members to attend the SAB's afternoon session. Both SAB meetings and General membership meetings are subject to change.*



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