MDEQ Guidance on Drinking Water Sampling for Lead and Copper at Schools and Daycares on Community Water Supplies

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INTRODUCTION

The following guide has been developed by the Michigan Department of Environmental Quality (MDEQ), Office of Drinking Water and Municipal Assistance, for schools, daycares, and other public building administrators to use in determining if a lead risk is present in the drinking water at their facility. This document provides information on how to conduct a plumbing assessment, water sampling techniques, and what to do with your sample results. This guide is specifically for those facilities (hereinafter referred to as "schools") that are on community water and are interested in performing investigatory sampling.* A 2-page "Quick Guide" is also available that can be used in conjunction with this protocol.

The water of a community water supply (CWS) is tested before it leaves the water treatment plant and at various points in distribution. Samples for lead are collected throughout the distribution network. The number of sites chosen for sampling is based on the population served by the CWS, with high-risk sites given top priority. For example, high-risk sites: are single-family structures that contain copper pipes with lead solder installed after 1982; contain lead pipes; are served by a lead service line; or are multi-family residences comprising 20% of the system and containing copper pipes with lead solder installed after 1982.

Community Water Supply – Flow Diagram*:*

*Schools and daycares that have their own water supply (well) should contact their local health department for any current sampling results and requirements.

WHAT CAN BE DONE TO REDUCE LEAD AND COPPER LEVELS IN DRINKING WATER?[1]

Use Only Cold Water for Drinking and Food Preparation:
Hot water is more likely to contain higher levels of lead than cold water. Only water from the cold water tap should be used for drinking, preparing juice, mixing baby formula, or food preparation. Boiling the water will not remove lead and could actually increase the concentration.

Flush Taps Before Use:
The longer water has been stagnant (not moving) in the plumbing system, the more lead it may contain. Running water at a tap, usually for 2-3 minutes prior to using it for drinking or food preparation will often reduce lead levels in the water. One approach to reducing lead and copper concentrations is to implement a flushing program. Taps should be flushed twice a day; in the morning and at mid-day. If a facility decides to implement a flushing program, there are two approaches:

- Individual Tap Flushing: Flush individual taps are flushed each day the school is in session; flushing for 2-3 minutes before children arrive in the morning and after any extended periods of stagnation. After long weekends or breaks, run the taps for 5-10 minutes.
- Main Pipe Flushing; Flushing the building plumbing can be done if lead sources are found to extend beyond fixtures and its connecting plumbing. The tap that is farthest away from the water source for at least 10-minutes. The next flush the tap the second furthest away and continue until all taps have been flushed. The individual fixtures should also be flushed at least 30-seconds. Test the water for lead every 6-months.

Routine Maintenance:
Particulate matter can collect in faucet aerators and screens. This particulate matter can contain lead. If the aerator is not needed, remove it. If it is needed, be sure to clean it on a quarterly basis – more if particles observed.

Test the Water for Lead and Copper:
The only way to determine how much lead is present in the drinking water is to have the water tested. Each tap or fixture providing water for drinking or food preparation should be tested.

WHY SHOULD YOU TEST FOR LEAD AND COPPER?

School and daycare administrators should be proactive in reducing and minimizing lead exposure from all sources in their facility. Children are especially susceptible to lead and copper exposure and even small amounts of lead can harm a child's health. Due to the amount of time children spend in schools, it is vital that administrators assure that the drinking water provided to children is safe for their use. Center for Disease Control and Prevention Lead in Water Tips (*http://www.cdc.gov/nceh/lead/tips/water.htm)*

The Safe Drinking Water Act requires that only "lead-free" plumbing fittings and fixtures be installed in public or residential water systems; this requirement did not take effect in Michigan

until 1988. Additionally, the definition of “lead free” was recently updated and went into effect January 4, 2014. It was changed from not more than 8% lead content to *"not more than a weighted average of 0.25% lead when used with respect to the wetted surfaces of pipes, pipe fittings, plumbing fittings, and fixtures."*

Drinking fountains, sinks, and plumbing materials often contain some level of lead. Even if your facility was built or the plumbing was updated after 2014, it is possible that fittings and fixtures not meeting the ‘lead-free’ definition since the certification of plumbing products is not required by law. The only way to know for sure if lead is present in the drinking water at your facility is to test the water. There are two approaches to sampling:

1. Schools may conduct the assessment and testing protocol described in this procedure. If fixtures are replaced, testing should be conducted to confirm that the levels of lead and copper are below the action levels

2. Schools may wish to proactively replace fixtures and connecting plumbing to meet the 2014 lead free definition. Then conduct small- volume confirmation testing for lead and copper, after the fixtures are upgraded. (Step 5A of this procedure)

ROUTINE MONITORING SECTION

Sources of Lead and Copper in Drinking Water

Lead can get into drinking water after leaving the water treatment plant when it comes into contact with plumbing materials containing lead. Lead may be present in various parts of the plumbing system as lead solder, brass fixtures, and lead pipes; and from there leach into the water. The most common source of lead leaching is corrosion, a reaction between the water and the pipes or components containing lead. Dissolved oxygen, low pH, low mineral content and other water quality characteristics can affect the extent of corrosion.[1]The potential for lead to leach into drinking water increases the longer water remains in contact with lead plumbing and fixtures. Schools have intermittent water use, so lead concentrations in schools may increase when the water is left stagnant. Schools tend to have extended periods of no water use (e.g. overnight, weekends, holidays, summer) which increase the likelihood of elevated lead levels at the tap.[2] Keep in mind that drinking water may not be the only source of lead. Lead is also found in paint dust and chips, soil, dust, consumer products, and formerly in gasoline.

[1] Reducing Lead in Drinking Water A Technical Guidance for Minnesota’s School and Child Care Facilities. April 2014
[2] EPA’s Quick Reference Guide for Schools and Child Care Facilities. October 2005

How to Test Your Facility for Lead and Copper

The MDEQ recommends that facilities (*or their consultants*) follow these steps to ensure that samples are collected in a systematic, consistent manner statewide to provide meaningful results. Conducting the planning steps is important before collecting any water samples. Detailed documentation is essential to eliminate confusion when reviewing the results from the laboratory. By following these procedures, school and health officials will have information to be able to identify and correct sources that contribute lead into drinking water.

Step 1: Conduct an On-Site Plumbing Assessment

Identify Building Water Lines:

Review any available records pertaining to the building's plumbing. This includes building permits, blue prints, plumbing permits, as-built plans, information about the service line(s) material, and all potable water pipes. Make a special note of any lead pipes observed. For each building being assessed (including portable classrooms), determine the location of the water service line(s) in the building. There may be more than one, so be sure to find all water service line entry points into the building. Some questions to ask during the plumbing assessment:

- When was the school/facility built?
- Have new buildings, additions or major renovations been done? If so, when?
- What are the potable water pipes in the facility made of and where are they located? (*Pipe materials include: lead, brass, copper, plastic, galvanized metal, and other materials*)
- What materials were used to solder the potable water pipes in the system?
- Are brass taps, fittings or valves used? Most drinking water fixtures are chrome plated brass. Note the locations.
- Is any electrical equipment grounded to water pipes?
- Is any water treatment being done in the building, including water softening (ion exchange)? Note both the point of use (POU) and/or the point of entry (POE) treatment and location.
- Are there any records of previous water testing within the facility?

Determine the layout of the route the cold water takes after it leaves the water service line(s) entry point and the direction it travels through the building. Assumptions may need to be made, since many supply lines are not visible under floors or in walls and ceilings.

<u>Inventory the Drinking Fountains and Sinks (Fixtures)</u>:
Walk through the entire school and observe and document all drinking water 'fixtures' such as plug in cooler/chiller units or bubblers, sinks in classrooms, teacher's lounge, and nurses' station, and all cold water faucets used for food (or formula) preparation. Inspect the visible plumbing of these fixtures by looking inside cabinets and under sinks for copper lines, lead solder, and brass components, including chrome-plated brass fixtures, as they are believed to be a contributing source of lead in drinking water. Document if faucets have screens/aerators, **NOTE** - these must remain in place during sampling. They may be cleaned after the sampling is conducted.

For each drinking water fixture, note the following:

- What materials were used to connect and solder the cold water pipes to the fixture?
- Are brass taps, fittings or valves used?
- Is the fixture chrome-plated brass?
- What brands and models* of water coolers (cooled drinking fountains) are in use?
- Are there signs of corrosion such as: leaks; rust-colored or bright blue water; or green, orange or brown stains?
- Is anything unusual observed, like cold water running hot?

***NOTE: Check all water coolers to ensure they are not identified as having a lead-lined tank under the Lead Contamination Control Act (LCCA) which was signed into law on October 31, 1988.** The LCCA mandated the repair, replacement or recall and refund of drinking water coolers with lead-lined water tanks. This Drinking Water Coolers with Lead Lined Water Tanks (http://tinyurl.com/kr8kppf) list is available online. If a water cooler is identified as being on this list, it must be removed from service immediately.

See Appendix A for an example "Individual Fixture Assessment" form, to assist in documenting all drinking water fixtures and connecting plumbing.

See Appendix B for examples of fixtures and brass components.

See Appendix C for tips for the sampling team

See Appendix D for examples of the sampling forms

See Appendix E for the MDEQ drinking water sample request form

Step 2: Identify and Label Drinking Water Sample Locations

Using the inventory from Step 1, select the drinking water fixtures for sampling. Priority should be given to all drinking fountains that children have access to, classroom faucets, kitchen faucets used for food or formula preparation, nurses' station, breakrooms, teachers' lounge and other sinks known to be used for food preparation and water consumption (water glasses or coffeemaker is nearby). If an ice maker is found and can be sampled, sample this fixture as well. However, faucets that are not used for drinking, such as an art room sink, janitor's closet, or mechanical room water taps should not be sampled.

Assign a unique sample site identification (ID) number that reflects the type of fixture and location. Document each sampling location on a map (an enlarged copy of your fire evacuation plan will work). Be sure to put a label at the sampling site (a 3" x 5" adhesive mailing label works great) and take a digital photograph. The following abbreviations are suggested for use:

B = Bubbler (both in classrooms and as part of a drinking fountain)
WC = water cooler (plug-in chiller unit)
CF = classroom faucet
KS = kitchen sink
BF = bathroom faucet
NS = nurse's sink

For example, the sample site ID number for a drinking water bubbler in classroom 110 could be "Room 110 B" and the sample site ID number for a classroom faucet in the same room could be "Room 110 CF." Some rooms or areas may have multiple fixtures of the same type. Add an additional description (i.e. north, middle, upper or lower) as an indicator of the fixture being identified. Once the ID number has been assigned, label its location on the map. Once each fixture has been labeled, school personnel should ensure that the labels are not removed or damaged. The labeled fixtures, the map, plus the digital photographs will be useful if any resampling or fixture replacement is needed.

Not all fixtures identified for sampling may be used on a regular basis. Therefore, it is important to run each tap to clear the faucet the day prior to the sampling for a minimum of 2 minutes.

Scheduling the sampling event for a Saturday or Sunday or on a holiday typically works the best because the water must be stagnant for at least 8 hours (but not more than 24 hours) before sampling. Be sure to confirm that there will be no evening activities in the building the night before sampling. No water should be used in the building until sampling is completed.

If there is a concern that any fixture (including toilets and urinals) will be used during the designated stagnation time, the fixture should be labeled and posted **"DO NOT USE"** so that no water is used before sampling occurs.

If your school is unable to undertake a comprehensive sampling of all drinking water fixtures, it is suggested that certain fixtures be prioritized for testing. These include: drinking fountains (bubblers and water coolers); the nurse's office sink; classrooms used for early childhood education; and sinks used for food preparation.

Step 3: Develop a Sampling Sequence and Identify Consecutive Sampling Sites

Each fixture that is sampled will have 1- 250 ml bottle collected. First, create a sampling sequence – the order of collection for the small-volume samples of all drinking water fixtures. The worksheet in Appendix D can be used to list these sites. Identify on the sampling plan the fixture closest to the water service line(s) entry point to be collected first, then identify the next closest fixture as second, and move away from the water service line(s) entry point until the fixture farthest away is identified to be sampled last on the sampling plan. This will minimize the chance that a sampling location will be flushed by an upstream fixture. (*The order in which you assessed fixtures most likely will not be the same order in which you sample*.)

If you wish to assess the water in the service line and deep within the plumbing of the building; multiple fixtures can be selected to have large- volume consecutive sampling conducted. A total of 10 -1 liter sample bottles will be collected at each of the consecutive sites. Select at least three locations that have already been identified as small-volume sampling sites to also serve as your large-volume sampling sites. Select the locations using the following criteria:

1. For a location close to the water main service: choose a fixture that is within 5 taps away from the water main.

2. For a mid-point location: choose a fixture that is within about 5 taps in the middle of the longest pipe run. This may or may not be the mid-point of the building or floor. Use your best judgement.

3. For an endpoint location: select a fixture that is 2-5 taps from the identified end of the plumbing pipe run.

[3]*Note: Very small daycares may not have three sites, while large schools with multiple wings or corridors may have more than three consecutive sites identified.*

Keep in mind that these fixtures need to allow for large bottles to fit under the fixture. Therefore, low-flow bubblers may not be the ideal consecutive sample site location.

Step 4: Form a Sample Team and Obtain Supplies

Prior to the day of the sampling event, identify who will assist with collecting the samples. It is important to not to use the facility's water for such activities as flushing toilets and drinking until the sampling event is completed. The use of restrooms could draw fresh water through the piping system and alter the effects of stagnation. The average school with 45 fixtures may take several hours to complete.

Sampling Supplies:

- To obtain supplies, first count the number of fixtures you have identified for sampling. One 250 milliliter (mL) samples bottles will be collected for each fixture.
- If sequential sampling is desired, you will need ten (10) 1-liter (L) sample bottles for each large-volume consecutive sampling site.
- Order a few extra bottles for practice and in case any bottles become contaminated.

It is advisable that you also have a rolling cart available to transfer the water samples to a vehicle for transport to the laboratory. Additional equipment that you will need: permanent markers, bins or boxes for transport of samples, rubber bands – to attach the sample form to the bottle, ink pens, and copies of the sampling sequence for the Sampling Team.

The laboratory you select must be a certified drinking water lab, for lead and copper, under the Safe Drinking Water Act *(see page 9)*. If using the State of Michigan Laboratory, use the Requisition for Water Sample Units form (http://www.michigan.gov/documents/deq/DEQ-RRD-LSS-EQP2301_ORDER_462884_7.pdf), or call 517-335-8184 to order the exact quantity and size sample bottles you will need. Be sure to discuss the procedures for paperwork completion, sample drop off, payment, and reporting with the laboratory you select. Each bottle will have a sample request form. An example copy of the DEQ sample request form is included in Appendix E of this procedure.

Step 5: Schedule and Collect Samples

Once a date has been confirmed for the sampling event, remind school officials and staff not to use the water the night before. The samples must be collected only after the water has been stagnant in the system for at least 8 hours, typically overnight. Do not remove any aerators or screens from fixtures. If a fixture is leaking, note that on all documents. If it was just one of the sample points, continue to collect. **If on the day of sampling, it is found that water has been used throughout the facility, do not proceed with the sampling event.** Important – if you plan to collect the large volume (1-liter consecutive samples), only do this after the individual fixtures sampling is completed.

1. Individual Fixture Sampling (250-mL)

For sinks - only cold water is sampled.

Step by step instructions for fixture small-volume sampling:

1. Using a permanent marker, label each **bottle** with the ID number and P1 for the first draw sample.

2. Complete the laboratory analysis form for each bottle used. For each sample taken, fill in the date, collection time, ID number and sample identifier (P1 = first draw). For example, the sample from the bubbler in classroom 110 would be labeled with the ID and sample identifier, as follows: Room 110-B-P1.

3. Place the bottle labeled P1 under the fixture anticipating where the water will arc to. Open the cold water handle or push the button and fill the bottle to the base of the neck of the bottle, making sure to allow some space so that acid can be added to the sample at the lab.

4. Cap the P1 bottle.

5. Make sure that the laboratory form is completed and attached to the bottle with a rubber band.

6. Place the bottles in a transportation box or bin.

7. Collect the remainder of the samples according to the sampling sequence plan using the steps above.

2. *OPTIONAL* - Large Volume (1-liter) Consecutive Sampling:

The large volume sampling is conducted to assess the water within the plumbing of the building. The large volume sampling should only be started once the individual fixture small-volume sampling has been completed for the entire facility. Use the 1-L sampling bottles provided by your selected laboratory. Sampling bottles filled at the location closest to the water main service will be labeled with the fixture ID number and sample identifier A1, A2, A3 through A10. Sampling bottles filled at the midway point location will be labeled with the fixture ID number and sample identifier B1, B2, B3 through B10. The sampling bottles filled at the plumbing endpoint will be labeled with the fixture ID number and sample identifier C1, C2, C3 through C10.

Step-by-step instructions for the large-volume consecutive sampling:

1. Go to the first consecutive sample site. Line up 10 1-L sampling bottles and label them, using a permanent marker, on the bottle's shoulder and cap, A1 through A10, respectively.

2. Complete a laboratory analysis form for each of the 10 bottles using the fixture ID and sample identifier.

3. Carefully remove all 10 bottle caps

4. Place the first bottle, bottle A1, under the tap. Turn on the tap and fill the first bottle to the base of the neck of the bottle, making sure to allow a small amount of space so that acid can be added to the sample at the lab.

5. Immediately fill bottle A2 without turning off the tap, striving to capture all the water coming out of the fixture. Fill the rest of the bottles in the same way, without turning off the tap and without letting any water run down the drain. **NO FLUSHING SHOULD OCCUR DURING COLLECTION OF THESE TEN SAMPLES**

6. Secure the caps on each of the ten bottles.

7. Using a rubber band, secure each completed laboratory analysis form to its corresponding bottle.

8. Place each bottle in the transportation box or bin.

9. Collect the remainder of the consecutive samples according to the sample sequence plan using the steps above.

Step 6: Deliver Samples to the Laboratory

Take all of the boxes or bins of water samples to your selected laboratory. Confirm that each bottle has a completed sample request form. Be sure to deliver the samples in accordance with the arrangements that you made with the laboratory.

Only use a certified drinking water laboratory for lead and copper analysis. A certified lab adheres to the Safe Drinking Water Act methods and requirements. To confirm if your lab is certified for lead and copper, consult the Certified Laboratory website (http://www.michigan.gov/documents/deq/deq-rrd-Lab-ChemistryLabsListCertifications_429759_7.pdf).

Contact the MDEQ Laboratory Certification Officer, Gregg Lundy at 517-335-9219 if you have questions about laboratory certification.

Step 7: Communicate Results

A communication plan should be developed to communicate the results. A designated person should be the point of contact. The purpose of a communication plan is to provide a process for school employees, students, and parents to address questions, report results, and provide ongoing up to date information regarding sampling efforts. Fixtures that are taken out of service should be clearly identified.

Step 8: Take Action

- Flushing taps and/or replacement of drinking water fixtures and the connecting plumbing underneath has been successful in reducing exposure to lead. If fixture and connecting plumbing replacement is being considered, be sure to contact a licensed plumber and use replacement materials that comply with the "January 2014 Lead-Free Components Certification". Contact your local building department for required permits.

- If a fixture is replaced, it is recommended that the new fixture be sampled by collecting a 250 ml sample of the first draw sample.

HELPFUL INFORMATION WHEN REVIEWING YOUR RESULTS

- The USEPA has established an action level for lead and copper for public water supplies as:
  0.015 milligrams per liter (mg/L) for lead (known as 15 parts per billion (ppb))
  1.3 mg/L for copper (known as 1,300 ppb)

  The regulatory level for lead is not a health standard. For this reason, the MDEQ is recommending that schools take action to lower the lead in their drinking water if the test results are over **5 ppb**, which is the bottled water standard. For, copper, the regulatory limit is also a health standard, so the MDEQ recommends that schools take action if the level of copper is over 1300 ppb.

- Verify or convert your sample results to ppb for ease of communication.

- Contact MDEQ School Sampling Coordinator or your local health department to assist with the interpretation of your results and to discuss recommendations for next steps.

- MDEQ recommends that any fixture with a result above the action levels should be labelled as "**do not use**" until corrective actions can be completed. Discuss if a flushing procedure is an option based on sample results.

- Optimal corrosion control by public water supplies is not a guarantee that drinking water that comes in contact with fixtures or connecting plumbing will be free of lead.

- Do not install any water 'treatment' devise or reagents without prior MDEQ approval. Filters are effective and are not considered 'treatment', so those may be used without MDEQ approval.

For more information, refer to the United States Environmental Protection Agency's factsheet, "How to Identify Lead Free Certification Marks for Drinking Water System & Plumbing Products" (http://nepis.epa.gov/Exe/ZyPDF.cgi?Dockey=P100LVYK.txt).

If you have any questions, please contact the Office of Environmental Assistance at 1-800-662-9278 and ask for the School Drinking Water Coordinator.

APPENDIX A
INDIVIDUAL FIXTURE ASSESSMENT

SAMPLE NUMBER	SEQ #	AERATOR/SCREEN?	CONNECTING PLUMBING
		☐Yes ☐None	☐Brass connection ☐Brass fittings ☐Brass valves ☐Brass T ☐Copper w/ lead solder ☐Copper w/ 95/5 solder ☐Stainless ☐Nylon/PEX
PHOTO NUMBER(S)			
BRAND/MODEL NUMBER IF KNOWN		OTHER INFO ☐Underneath inaccessible ☐Leaking/dripping ☐Fixture wear/discoloration ☐Cold runs hot ☐Not working-do not label	NOTES

SAMPLE NUMBER	SEQ #	AERATOR/SCREEN?	CONNECTING PLUMBING
		☐Yes ☐None	☐Brass connection ☐Brass fittings ☐Brass valves ☐Brass T ☐Copper w/ lead solder ☐Copper w/ 95/5 solder ☐Stainless ☐Nylon/PEX
PHOTO NUMBER(S)			
BRAND/MODEL NUMBER IF KNOWN		OTHER INFO ☐Underneath inaccessible ☐Leaking/dripping ☐Fixture wear/discoloration ☐Cold runs hot ☐Not working-do not label	NOTES

APPENDIX B
EXAMPLES OF FIXTURES AND BRASS COMPONENTS

Bubbler B

Kitchen Sink KS

Bubbler B

Classroom Faucet CF, Bubbler B

Classroom Faucet CF

Water Cooler WC

Examples of Brass Components – Brass Valves, Brass Fittings

APPENDIX C

Sampling Team Guidance

The following is a series of tips for the team that will be taking samples as part of a Sampling Team. Be sure to have every Team member review these tips prior to doing any sampling activity

1. Wash your hands off site prior to sample collection to ensure cross contamination does not take place during the sampling event.
2. Keep food and drink away from the water sample collection area and the sampling containers. As a rule, it is best to simply not allow food or drink during your sampling event.
3. To ensure clarity for laboratory reporting, draw a diagonal slash mark through each zero, the number one is a straight vertical line (no hat or foot), and draw a horizontal line across the middle of the stem of each number seven.
4. Make sure that every sampling bottle is labeled with the same sample location information (ID) and sampler identifier that recorded on the laboratory's analysis form.
5. Fill out laboratory analysis forms **before** turning on the water. Keep the paperwork dry to protect the information from smudging.
6. Each sample bottle should not be uncapped until it is time to collect the water sample for that fixture.
7. When the bottles are uncapped, place the caps with the interior of the caps facing up. Do not touch the interior of the caps or bottle threads.
8. If a sampling bottle has been compromised then that bottle must not be used in the sampling event, and a fresh one should be used instead. A sampling bottle is compromised if it has been touched on the threads or the interior surfaces.
9. Ensure that only the cold water is being used for sampling or during flushing.
10. If a water cooler or bubbler is being sampled, try to judge the arc of the water stream before sampling. If you misjudge the arc, immediately adjust the sample bottle to catch the water stream and fill your sample bottle.
11. Sample bottles should be filled to the neck of the bottle. Leave a bit of air space.
12. It is recommended that the building maintenance person be available during the sampling event, in case of unforeseen maintenance issues (i.e. water won't turn off).

Example – Sampling Form

APPENDIX D

Drinking Water Sampling

SCHOOL DISTRICT:_____
SCHOOL/FACILITY NAME:_____
ADDRESS: _____
SAMPLING TEAM:_____
LABORATORY: _____
SAMPLE DATE: _____

SAMPLE ID	SAMPLE LOCATION	FIXTURE TYPE	SAMPLE TYPE	Lead (ppb)	Copper (ppb)	Comments
110-B-P1	Room 110	Bubbler	Primary 1-draw			
112-B-P1	Room 112	Bubbler	Primary 1-draw			
114-WC-P1	Room 114	Water cooler	Primary 1-draw			
200-S-P1	Room 200	sink	Primary 1-draw			
120-CF-P1	Room 120	Classroom Faucet	Primary 1 draw			
Café-KS-A1	Cafe	Kitchen Sink	1-liter conseq.			
Café-KS-A2	Cafe	Kitchen Sink	1-liter conseq.			
Café-KS-A3	Cafe	Kitchen Sink	1-liter conseq.			
Café-KS-A4	Cafe	Kitchen Sink	1-liter conseq.			
Café-KS-A5	Cafe	Kitchen Sink	1-liter conseq			
Café-KS-A6	Cafe	Kitchen Sink	1-liter conseq			
Café-KS-A7	Cafe	Kitchen Sink	1-liter conseq			
Café-KS-A8	Cafe	Kitchen Sink	1-liter conseq			
Café-KS-A9	Cafe	Kitchen Sink	1-liter conseq			
Café-KS-A10	Cafe	Kitchen Sink	1-liter conseq			

Drinking Water Sampling

SCHOOL DISTRICT:_____
SCHOOL/FACILITY NAME:_____
ADDRESS: _____
SAMPLING TEAM:_____
LABORATORY: _____
SAMPLE DATE: _____

SAMPLE ID	SAMPLE LOCATION	FIXTURE TYPE	SAMPLE TYPE	Lead (ppb)	Copper (ppb)	Comments

APPENDIX E

MDEQ SAMPLE REQUEST FORM

*NOTE: Request **250 ml** bottles for each fixture –not 125 ml*

REQUEST FOR WATER ANALYSIS

Billing Information *PLEASE PRINT*

Name	DWL Account number	
Mailing Address		
City	State MI	Zip

DRINKING WATER LABORATORY - **LANSING**
DEPARTMENT OF ENVIRONMENTAL QUALITY

WSSN (Type I-II Public Water)	Does sample contain chlorine?	For questions call us at:
Community Water Supply	● Yes ○ No	517-335-8184

SAMPLE SOURCE	**SAMPLING PURPOSE**
9 - Other	9 - Other
	SAMPLE POINT
	9 - Other

REPORT RESULTS TO: (*PLEASE PRINT*) NOTE: RESULTS WILL BE EMAILED TO YOUR LOCAL COUNTY HEALTH DEPARTMENT

Name	E-mail address	
Mailing Address	Area Code & Phone number	
City	State MI	ZIP Code

SAMPLE COLLECTION INFORMATION (*PLEASE PRINT*)

Sample Collector Name	Date Collected	Time Collected
*******	*******	○ AM ○ PM

Collector Code
○ 0 - County Personnel
○ 1 - Water Supply Operator
○ 2 - DEQ DW Staff
○ 4 - DEQ Staff other than DW
● 9 - Other

Collection Site (Street Address)		System/Owner Name	
*******		Township (If known	Section (If known)
City	County	ZIP Code	Well Number (If more than one)
Sampling Point (kitchen, bath, etc.)		Site Code or Permit Number (If known)	

TEST CODE	INVESTIGATION UNIT #	DRINKING WATER TEST	FEE	☑
CCUB	32CC - 125 mL	Lead/Copper for Investigation	$26.00	
CCUB	36CC - 1 Liter	Lead/Copper for Investigation	$26.00	