[Template] School District IAQ Management Plan

[To District - use this template to make a copy for your district. Remove or update any text in brackets to meet your circumstances.]

About This Plan

This document is our district's **Energy-Efficient Indoor Air Quality (IAQ) Management Plan** and serves as the official, written guide for implementing the district's IAQ Program. The IAQ Program is the system of policies, procedures, roles, training, and practices the district uses to maintain healthy indoor air quality.

Effective IAQ management is closely connected to the district's broader goals for student wellness, attendance, fiscal responsibility, and sustainable operations. Building systems that support ventilation, filtration, and thermal comfort are also among the largest drivers of energy use in schools. As a result, this Plan reflects an integrated approach—aligning IAQ management with energy efficiency efforts to ensure that strategies to improve air quality also support responsible resource use and long-term operational goals.

The IAQ Management Plan organizes all of these components into a single reference document, detailing how the district **prevents, monitors, and responds to IAQ concerns**. You will find both **program-level elements** (e.g., governance, communication processes, roles and responsibilities) and **operational procedures** (e.g., HVAC maintenance, chemical management, moisture control) included together. It is intended to be the district's complete playbook for IAQ implementation, providing clear guidance for staff and administrators to maintain safe, healthy, and energy-efficient learning environments while supporting district-wide priorities.

This document meets the EPA's expectations to include: mission statement, role of the IAQ Coordinator and Team, applicable regulations, background and IAQ findings, IAQ policies and plans, procedures, steps to prevention, emergency response, and staff responsibilities for maintaining good indoor air quality.

District IAQ Contact

[Include your IAQ Coordinator's contact information, as well as how to report IAQ concerns or emergencies.]

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✦ Mission Statement

[School district name], through preventative maintenance, proper ventilation, and effective communication, we aim to reduce indoor air pollutants and implement an IAQ Management Plan that meets the highest standards of indoor air quality.

✦ Roles of the IAQ Coordinator & Team

IAQ Coordinator

[School district name] has identified **[name of person/position]** as the IAQ Coordinator for the district. The coordinator administers the IAQ Management Plan and reports to **[identify administrator position, Board of Education, etc.]**. The school administration and school board is committed to providing the necessary support to meet the school district's IAQ Management Plan objectives.

IAQ Coordinator's Responsibilities:

- Oversee a district IAQ Team
- Lead the development and ensure the adoption of a district IAQ policy with district leadership and the School Board
- Manage completion of Indoor Air Quality Baseline and Annual Assessments
- Leverage key stakeholders to draft, approve and maintain a district-wide IAQ Management Plan
- Support district teams with implementation of the IAQ Management Plan, and progress monitoring
- Plan, design, and oversee communication and stakeholder engagement related to IAQ improvement and GHG emission reduction across many stakeholders (district administration, school leaders, teachers, students, families, community members)
- Support district teams with measuring and reporting on IAQ and GHG emissions annually

IAQ Team

[School district's name] has established an IAQ Team to represent **[list departments and represented participant types including staff, community experts, parents]**. The IAQ Team assists the IAQ Coordinator by reviewing IAQ-related information and recommending IAQ policies to maintain and improve the air quality within district facilities and school buildings.

Led by the IAQ Coordinator, the IAQ Team's Responsibilities:

- Support the development of the IAQ Board Policy
- Support the IAQ baseline assessment, including distributing, collecting and tabulating checklist data
- Support the development and maintenance of the IAQ Management plan
- Support the implementation of best practices for improving indoor air quality and reducing greenhouse gas emissions across the district

- Support communication to and engagement of all stakeholders (families, students, teacher, district administration, community members)
- Support the measurement and reporting of IAQ and GHG emissions annually
- Maintain IAQ Team meeting minutes, reports, and support the development of documents related to the IAQ Management Plan

✦ Policy Statement & Applicable Regulations

School District IAQ Policy Statement

[Note: must include local, state and federal regulations and standards]

Background

Recognizing that indoor air quality (IAQ) has a direct and lasting impact on student learning, attendance, and staff well-being, **[School District Name]** is committed to proactively identifying and addressing factors that can compromise air quality. By prioritizing prevention over remediation, we aim to create consistently healthy, high-performing learning environments where students and staff can thrive. Evidence shows that preventing IAQ issues results in healthier, higher-performing students and improved staff well-being.

Policy

[District Name] is committed to proactively providing safe and healthy indoor air quality in all school facilities by:

- Conducting regular inspections and maintenance of HVAC systems.
- Monitoring key IAQ indicators such as CO_2, humidity, and temperature.
- Responding immediately to leaks, moisture, or mold.
- Using approved low-emission cleaning products.
- Training staff, students, and families on maintaining healthy IAQ.

Each school shall receive an Annual Proactive IAQ Assessment. The district will establish or maintain a Healthy Schools Taskforce to coordinate IAQ initiatives.

District departments and all schools will comply with regulations and district policies related to proactive IAQ management, including but not limited to ventilation maintenance, pest management, green cleaning, and vehicle idling restrictions.

III. Implementation, Monitoring & Evaluation Guidelines

The **[District Facilities Department]**, in collaboration with school leadership, will conduct Annual IAQ Assessments.

Assessments will:

- Inspect HVAC systems.
- Identify early signs of moisture or mold.

- Ensure air vents are unobstructed.
- Monitor IAQ indicators.
- Review cleaning practices.
- Align with EPA IAQ tools for schools.

A. District Responsibilities:

- Maintain preventive maintenance schedules.
- Provide training and resources.
- Track and compile assessment results.
- Report district-wide IAQ data.
- Maintain preventive maintenance schedules.

B. School Responsibilities:

- Review IAQ Assessment reports.
- Create or update IAQ Prevention Plans.
- Conduct quarterly inspections.
- Assign IAQ responsibilities.
- Provide annual staff training.

C. Compliance:

- Maintain HVAC records.
- Follow cleaning protocols.
- Repair leaks immediately.
- Keep vents unobstructed.
- Prohibit vehicle idling near air intakes.

D. Relevant Federal, State, Local, and District Regulations:

All schools and district departments shall comply with regulations and policies including:

- Federal: [Insert relevant federal laws].
- State: [Insert relevant state laws].
- Local: [Insert relevant local laws/ordinances].
- District Policies: Green Cleaning, Integrated Pest Management, Chemical Inventory, Tobacco-Free, Infection Prevention.

E. Monitoring & Evaluation:

- Review school IAQ plans annually.
- Document progress.
- Compile annual district IAQ reports, and make them publicly available.
- Recognize proactive schools.

Contact Information

For questions or assistance related to indoor air quality, please contact:
Name: [District IAQ Coordinator]
Department: [Facilities or Health & Safety Office]
Phone: [XXX-XXX-XXXX]
Email: [iaq@yourdistrict.org]

✦ Background & IAQ Findings

Baseline Assessment / Key Findings

A baseline Indoor Air Quality (IAQ) assessment was conducted across all **[school district name]** facilities to establish an initial understanding of building conditions and indoor environmental quality. The assessment provides a reference point for tracking future improvements, identifying trends, and prioritizing IAQ management actions.

The baseline assessment was completed in **[month/year]** by the IAQ Coordinator and included evaluations of **[number]** school buildings. The assessment process included:

- Review of existing building documentation such as HVAC design specifications and maintenance logs;
- Visual inspections of representative spaces including classrooms, offices, common areas, and mechanical rooms;
- Collection of IAQ monitor data including **[carbon dioxide, carbon monoxide, temperature, relative humidity, particulate matter, or other key parameters]** to assess ventilation and comfort conditions.
- Assessment of GHG Emissions for each building.

Key findings from the baseline assessment identified **[number or summary of]** primary IAQ strengths, such as **[examples: well-maintained ventilation systems, updated filtration practices, regular preventive maintenance schedules],** as well as areas for improvement, including **[examples: inconsistent ventilation rates, moisture intrusion, elevated CO_2 levels in specific areas, deferred HVAC maintenance, or cleaning and chemical storage issues].**

Based on the results, the district developed IAQ goals that include corrective actions, timelines, and responsible personnel to address identified deficiencies. Progress on these actions is monitored by the IAQ Coordinator and reviewed **[quarterly/annually]** to ensure continued improvement in IAQ conditions. An IAQ Management Plan was also developed and is reviewed annually.

All baseline assessment reports, supporting data, and follow-up documentation are stored in **[location, e.g., the district's facilities management database / shared IAQ records folder]** and are updated following any major renovations, HVAC upgrades, or subsequent full reassessments.

Building Assessments

The indoor environmental quality and condition of school district buildings are evaluated by conducting a detailed inspection at least once every year. The inspections check occupied spaces (classrooms, hallways, offices, kitchens) and other areas that may affect IAQ and energy usage (exterior, roof, mechanical rooms, bathrooms, storage rooms, and boiler rooms) to identify problems related to ventilation systems, cleaning and chemicals, pests, moisture, odors, and reported occupant concerns. **[Include if relevant: IAQ monitor data and/or GHG Emissions are also analyzed as part of this assessment.]**

The annual inspections are conducted using a checklist that can be found within the IAQ Plan **[in Appendix _]**. Each building inspection is conducted by **[the IAQ coordinator /Building Assessment Lead]**. Following the completion of each inspection:

- Findings that pose an imminent threat to health and safety are acted on following the emergency response protocol **[of the district/outlined by the IAQ Coordinator.]**
- Identified issues that are easily resolved are reported promptly through the work order management system to be resolved.
- Identified issues or risks requiring more significant effort are recorded for medium to long range goal planning.
- The IAQ Coordinator provides a report to each building's leadership with the inspection findings.
- Records of inspections and reports are kept in **[location].**
- **[Include if relevant: testing parameters such as carbon dioxide, carbon monoxide, temperature, humidity, moisture meter measurements, etc. to detect potential IAQ issues, and the guidelines used to interpret the measurements.]**

✦ IAQ Policies, Plans, Procedures, & Steps to Prevention

Ventilation and Filtration Systems *[If Applicable]*

HVAC System Preventative Maintenance Policy

Regular preventive maintenance of heating, ventilation, and air conditioning (HVAC) systems is conducted in accordance with industry standard practice, including ASHRAE Standard 180 Standard Practice for the Inspection and Maintenance of Commercial HVAC Systems.

- Preventive maintenance activities are conducted using a checklist that can be found in **[Appendix in this document/link/physical location.]**
- Identified issues are reported for repair through the **[school/ district]** work order system.
- A schedule of seasonal and building-level maintenance tasks can be found in **[Appendix in this document/link/physical location]**. Maintenance staff are notified of required, scheduled preventive maintenance tasks **[time frame: daily, weekly, bi-weekly]** through [**team meetings/work order system alerts/ email]**
- Licensed contractors are hired to perform preventive maintenance activities including **[ex. annual chiller maintenance and filter replacements]** and all other preventive maintenance

tasks are completed by **[school/district]** staff. Contractors maintain compliance with district policies and state and federal regulations.

- Ventilation systems use filters rated as MERV 13 or higher wherever compatible with the existing equipment, as determined by a professional mechanical engineer. Where MERV 13 filters cannot be used, filters with the highest MERV rating the system can accommodate are used and HEPA portable air cleaners are provided.
- Filters are replaced according to manufacturer recommendations or at least once per year and inspected at least twice per year. Filters are inspected and replaced after wildfires and extreme weather events.

Building Setpoints and Scheduling Policy *[As Applicable]*

Building temperature setpoints have been established to balance health, indoor moisture, and energy usage.

- Summer thermostat settings during occupied periods: **[add setpoints]**.
- Winter thermostat settings during occupied periods: **[add setpoints]**.
- Exceptions to setpoints must be approved by **[staff role].**
- During unoccupied periods, space temperatures will be maintained between **[add setpoints]** while keeping humidity below 60%.
- Evening and weekend space use requests must be submitted at least **[# of days]** days in advance through **[link to submission form/contact person]** and should be concentrated in the fewest areas possible.
- Areas around thermostats are kept clear of computers, televisions, and other electric appliances that give off heat.
- Supply and return air vents are kept clear of obstructions such as clutter, books, signs, etc., that may interfere with airflow.
- Spaces are ventilated in accordance with ASHRAE Standard 62.1, using the ventilation rate procedure most appropriate for the building and space.
    - Minimum cfm/person rates for classrooms and for science, art, and technical spaces have been established based on the standard.
    - Spaces have exhaust ventilation where there are sources of contaminants and as listed in ASHRAE Standard 62.1.
- Building pressure is monitored and controlled to avoid excessive negative or positive pressure.

Portable Air Cleaners Policy *[As Applicable]*

- **[School/district]** has allocated portable air cleaners for **[As applicable: all rooms, all classrooms, nurses/health offices, band and choir rooms, gym, and workout rooms]**.
- Portable air cleaners selected must use high efficiency HEPA filters.
- Portable air cleaners will only use physical filtration and will not utilize any additive technologies including ionization, plasma, ozone generation, or UV lights.

- If selecting an electronic air cleaner, it must be UL 2998 certified for Zero Ozone Emissions.
- Portable air cleaner noise levels will be selected to not exceed **[(ex. 35-45 dBA recommended)]** dBA when running at full power.
- Portable air cleaners will be certified for low ozone emissions using standards UL 867 or UL 2998.
- Devices that are ENERGY STAR certified are preferred.
- Filters are replaced following manufacturer recommendations and inspected for more frequent replacement after air pollution events, like wildfires.
- Teachers and staff are provided with instructions on how to operate the portable air cleaner in their spaces, including recommended settings, placement within the space, and suggested time of use.
- Schools can contact the IAQ Coordinator to request portable air cleaners. The IAQ Coordinator will review the applicable room sizes to select a device with an acceptable clean air delivery rate (CADR).

Continuous Indoor Air Quality Monitoring Policy

[School/ district] has installed **[#]** indoor air quality monitors acros**s [# of schools; space types]**. Installing monitors across the district enables **[school/district]** staff to monitor and analyze real-time indoor air quality parameters to take proactive action in implementing IAQ improvements, communicate about school air quality to the community, and propose investments in HVAC systems in district buildings. Each monitor records the following IAQ measures:

- Temperature
- Relative Humidity
- Carbon Dioxide (CO_2)
- **[Others as applicable (carbon monoxide, particulate matter)]**

IAQ Monitor Parameters

- Outdoor air quality parameters are utilized as a baseline for comparison in establishing acceptable IAQ parameter levels.
- Outdoor air quality is measured at **[# sites/location names with outdoor air sensors].**
- **[If applicable: IAQ monitoring data and/or summary reports are publicly available on the district website.]**
- **[School/ district] [department name(s), position title(s)]** staff actively monitor IAQ parameter levels **[daily/weekly]** and are alerted to elevated levels. IAQ Coordinator acts accordingly if levels become elevated.
- **[Measured Indoor Air Quality Parameter or Pollutant (i.e. temperature, humidity, carbon dioxide, particulate matter)]** (see Example IAQ Thresholds on pg. 12 in Toolkit)
    - Typical/Recommended:
    - Low:

- High:
- Exceedance Response:
- Referenced Guidelines and Recommendations:

Sensor Calibration and Maintenance

- When purchasing indoor and outdoor air quality monitors, the district selects devices that can be regularly calibrated.
- All monitors will be calibrated **[annually/ according to manufacturer recommendations/ per ASHRAE 62.1-2022 section 7.3]** and as needed utilizing reference devices.
- If an indoor and/or outdoor air quality monitor **[loses connection to the cloud-based management system and/or provides readings outside of the acceptable performance range for a given parameter]**, a service notification shall be generated for repair.
- A school district staff member, contractor name, or other] will respond within **[#]** school days to initiate repair and recalibration of the affected monitor(s).

Asbestos Hazard Emergency Response Act (AHERA) Management Policy & Procedures

Asbestos is a mineral fiber that can be found in some building materials. If these materials are damaged or disturbed they may release asbestos fibers into the air. In compliance with state and federal law, **[School/ district]** has developed and maintains an Asbestos Hazard Emergency Response Act (AHERA) Management Plan that describes the location and condition of asbestos-containing building materials and documents the removal and repairs. The AHERA Management Plan can be found at **[location]**. *(Here is a sample provided by the EPA)*

- Asbestos containing materials, if present, are inspected by **[ex.licensed asbestos inspector]** every six months.
- Damaged asbestos containing material is assessed, documented, and/or removed by a licensed asbestos contractor and monitored by a licensed asbestos consultant. All buildings are reinspected for asbestos-containing material every three years.
- **[School/ district]** posts an annual asbestos notification **[on the district website etc.]** for families and staff to review.
- All contractors must review and sign the AHERA Management Plan before conducting any work in district buildings.

Mercury Policy & Procedures

Elemental mercury and mercury-containing equipment are not permitted on school grounds.

- **[School / district]** does not permit the purchasing of elemental mercury or mercury containing teaching aids, such as thermometers and barometers.
- Mercury-containing light bulbs and thermostats will be removed and replaced with non-mercury-containing equipment wherever possible, and new lighting and thermostats will be free of mercury.

- Mercury-containing flooring, which contains phenyl-mercuric-acid (PMA), will be tested for mercury levels and removed if possible.
    - Where mercury-containing flooring is not removed, mercury vapor levels in affected areas will be monitored to remain below 60 ng/m3.
    - Cleaning practices that do not raise dust (i.e., no vacuuming or buffing) will be utilized, and the temperature of affected spaces will be kept as low as feasible, preferably about 68F.
    - **[Testing and maintenance of mercury-containing flooring will be conducted in alignment with best practices outlined by specific state policy. An example is the New Jersey Education Association.]**
- In the event of a mercury spill, school staff will follow **[state pollution control, or other agency]** guidance and students will be removed from the affected area.

Lead Policy & Procedures *[If Applicable]*

Lead can be found in paint and varnishes, in pre-1978 building structures, and possibly other materials and items. When lead is released as dust or chips, individuals may inhale or ingest the lead. This can affect the nervous system, and young children are particularly susceptible.

Lead Policy Statement

It is the policy of **[District]** to manage lead in accordance with all applicable federal, state, and local laws and guidance, including:

- The EPA Renovation, Repair, and Painting (RRP) Rule (40 CFR Part 745, Subpart E.)
- The EPA Lead and Copper Rule for drinking water.
- Any applicable **[state Department of Health or Education regulations.]**

The district's goal is to:

- Identify and eliminate lead-based paint, dust, or plumbing sources that may contribute to lead exposure in occupied school environments.
- Prevent exposure through routine monitoring, safe work practices, and communication.
- Maintain accurate records of assessments, mitigation, and abatement activities.

Lead in Indoor Air Quality (IAQ) Management Plan

Purpose

The purpose of this plan is to protect the health and safety of students, staff, and visitors by identifying, preventing, and mitigating exposure to lead in indoor environments. Lead is a toxic metal that can cause serious health effects, especially in young children, even at low levels of exposure. **[School / District]** is committed to maintaining school facilities that are free of lead hazards and to managing any potential sources of lead in a proactive, transparent, and compliant manner.

Responsibilities

- **[IAQ Coordinator / Environmental Health & Safety Manager]**: Oversees implementation of this policy, coordinates testing, maintains records, and ensures compliance with regulatory requirements.
- **Facilities and Maintenance Staff:** Conducts maintenance and renovation activities in a manner that minimizes the risk of disturbing lead-based materials and immediately reports any suspected lead hazards.
- **Building Administrators:** Ensure that staff and occupants are informed of testing activities, results, and any temporary mitigation measures.
- **Certified Contractors and Renovators:**
    - All renovation, repair, or painting work that disturbs painted surfaces in buildings constructed before 1978 shall comply with the EPA Renovation, Repair, and Painting (RRP) Rule.
    - Such work must be performed only by EPA- or state-certified firms, under the supervision of a Certified Renovator trained through an EPA-accredited program.
    - Contractors must follow lead-safe work practices and provide documentation of compliance.

Identification and Assessment

Lead hazard identification begins with a baseline assessment of all district facilities. Assessments include:

- Review of building construction dates and renovation records to identify potential lead-containing materials.
- Visual inspection for deteriorating paint or finishes on surfaces that may contain lead
- Collection and laboratory analysis of **[paint chips / dust wipe samples / water samples]** in accordance with **[EPA / state]** protocols.
- Ongoing water testing for lead at drinking fountains, kitchen sinks, and other potable water outlets as required by the **[Lead and Copper Rule Revisions / state drinking water regulations].**

Assessment results are reviewed by the **[IAQ Coordinator / Environmental Health & Safety Manager]**, and all findings are documented in the district's IAQ and Environmental Health database.

Response and Mitigation

If lead is identified above regulatory or guidance levels:

- Immediate interim controls (e.g., cleaning, sealing, isolating affected areas, or providing bottled water) are implemented to protect building occupants.
- A remediation or abatement plan is developed and carried out by certified professionals in accordance with applicable federal and state regulations.
- All work involving disturbance of painted surfaces shall follow lead-safe work practices as defined by the EPA RRP Rule, including:
    - Containment of dust and debris
    - Prohibition of hazardous methods such as dry sanding, open-flame burning, or high-heat guns
    - Thorough cleaning of work areas
    - On-site cleaning verification by a Certified Renovator

- Post-abatement clearance testing is performed to confirm that the area meets re-occupancy criteria.
- Parents, guardians, and staff are notified of the findings, corrective actions, and clearance results.

Notification and Communication
Prior to any renovation, repair, or painting project that may disturb lead-based paint, the district will provide the EPA "Renovate Right: Important Lead Hazard Information for Families, Child Care Providers, and Schools" pamphlet to affected building occupants, parents, and staff, as required by the RRP Rule. Documentation of delivery or acknowledgment will be maintained on file.

Information about the district's lead management efforts, testing results, and mitigation activities is made available to parents, staff, and the community through **[district website / annual facilities report / building postings].**

Training
- All custodial, maintenance, and renovation staff receive annual training on lead hazard awareness and safe work practices.
- Any staff or contractors performing renovation, repair, or painting in pre-1978 buildings must complete EPA-accredited RRP training and maintain active certification. Documentation of all training is retained by the **[IAQ Coordinator / Facilities Department].**

Recordkeeping
The district maintains complete records of all lead assessments, testing results, abatement actions, clearance reports, RRP certifications, and communications for at least three (3) years following completion of renovation or abatement activities, in accordance with the EPA RRP Rule.

Records are stored in **[location, e.g., the Environmental Health and Safety Office or Facilities Management database]** and are available for review upon request.

Review and Continuous Improvement
This Lead in IAQ Management Policy will be reviewed **[annually / every two years]** by the **[IAQ Coordinator / Facilities Director]** to ensure continued compliance and effectiveness. Updates to the policy will be made in accordance with new regulatory requirements, testing data, and best management practices.

Carbon Monoxide Policy & Procedures

Carbon monoxide (CO) can leak into buildings from combustion appliances and equipment that are not installed, operated, or maintained correctly. When CO is inhaled, it can cause poisoning. Symptoms can range from mild (breathlessness, dizziness, headache) to severe (collapse, loss of consciousness, death).

- CO alarms are installed in **[X locations] [in compliance with X state regulations.**] Battery-operated alarms are allowed in existing construction. The alarms must be listed in accordance with UL 2034.
- **[CO detection systems are installed in new school buildings constructed since X year as per state regulation. The detection system's sensor locations, operations, and maintenance are described in X code.]**
- Combustion appliances are checked annually by the IAQ Coordinator as part of **[the annual maintenance evaluation, preventive maintenance, walkthrough inspection].** The inspection checks for signs of CO back-drafting and leaks including **[looking for visual signs, checking airflow with smoke tubes, CO testing inside appliances, CO testing around appliances, depressurization of space per combustion safety protocols, etc.]**.
- In addition, during renovation projects where fuel-burning appliances are used, ***[IAQ Coordinator/staff member/ contractor]*** monitors for CO through ***[ie. spot check with CO devices; continuously with detection system; and/or checking negative pressure in construction areas, other].***

Radon Policy & Procedures

Radon is a naturally occurring gas that can enter any building from the underlying soil.

Radon testing is **[voluntary/required by law]** and **[school/district]** tests for radon regularly.

- The district's testing schedule dictates **[based on state regulations] [ex. at least every five years if prior test levels were low, every two years if radon mitigation was completed after the prior test, and/or during renovations that may affect exposure, such as foundation repairs.]**
- Radon testing is conducted by **[licensed (if applicable in your state) or certified]** individuals during the heating season and during normal school day operation in all rooms in contact with the ground and in 10% or more of upper floor rooms.
- Follow-up testing is completed in rooms that have radon ≥ 4 pCi/L using a continuous radon monitor, whenever possible, to evaluate levels during occupancy.
- If mitigation is necessary it is conducted by **[licensed (if applicable in your state) or certified]** individuals.
- Once mitigation is completed, buildings are re-tested to verify radon reduction.
- Further information, including **[radon test results and mitigation]** conducted in district buildings, can be found in **[location]**.

Anti-Idling Policy & Procedures

Vehicle exhaust contains gasses and particles that can affect the lungs and heart. Children are particularly vulnerable to diesel emissions.

To reduce exposure to combustion by-products from diesel school buses, **[school / district]** has adopted a policy to limit bus idling and established parking and loading zones away from school air intakes, **[in compliance with local/ state regulations, if applicable.]**

- School bus loading zones are located **[X feet, e.g., 100 feet]** away from building entrances and fresh air intakes. If this location is deemed unsafe, blocks traffic, or is not cost-effective, the location can be reviewed by the school board.
- Idling is **[never permitted (for newer engines that need no warm-up) or limited to specific duration under specific situations (turbo-charged buses, sub-freezing temperatures) as detailed in the bus operator manual**.]
- Bus drivers are educated about this policy when hired, and refresher training is conducted **[every year/other time frame as part of annual meeting]**
- Buses do not park in a line, to limit intake of tailpipe emission from one bus to another; or keep a minimum of three car lengths if in a line

[If applicable, school busses have been retrofitted or have newer engines that meet newer emissions standards, which also helps to reduce exposure]

[If applicable, the district has a "no idling" policy for other vehicles, such as cars and delivery vehicles. Signs are posted in loading areas. Parents and vendors are educated through announcements and our district website.].

Smoking and Vape-Free Schools Policy & Procedures

[State law or school district's name] prohibits tobacco use in all district facilities, on district property, and in district vehicles. These prohibitions apply to all employees, students and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property.

[If applicable, state/ local regulations include: ex. the prohibition of lighted or heated products containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation and/ or carrying or using an activated electronic delivery device (such as an e-cigarette).]

[Note that some states may have exceptions for spiritual rituals. Refer to state regulations.]

Environmentally Beneficial Landscaping Policy & Procedures

To ensure that landscaping and groundskeeping practices contribute to improved indoor air quality (IAQ), **[School/District]** has implemented an Environmentally Beneficial Landscaping Policy.

Equipment Selection and Use

- Grounds staff prioritize the use of manual or electric/battery-powered landscaping equipment to reduce emissions, noise, and exposure to pollutants.
- Gasoline-powered equipment is limited and only used when necessary.
- All equipment is properly maintained according to manufacturer guidelines to ensure efficient operation and reduced emissions.

- When replacing equipment, lower-emission options (e.g., electric or 4-stroke engines) are selected when feasible.
- Equipment is not operated near building air intakes, entrances, or occupied areas when avoidable.
- Groundskeeping activities that generate emissions, dust, or debris are scheduled during unoccupied times whenever possible.
- Fueling and storage practices are managed to prevent spills, leaks, and vapor exposure.

Landscape Design and Management

- School grounds are designed and maintained to prioritize native, drought-tolerant, and low-maintenance plant species appropriate to the local climate.
- High-maintenance grass areas are minimized and replaced with naturalized areas, trees, shrubs, or groundcover as feasible.
- Integrated Pest Management (IPM) practices are implemented to reduce reliance on pesticides and herbicides.
- Chemical fertilizers, herbicides, and pesticides are minimized and only used when necessary and approved by the district.
- Soil health is maintained through **[ex. composting, mulching, reduced chemical inputs.]**
- Water use is minimized through **[ex. efficient irrigation systems, drought-resistant plantings, stormwater management strategies such as rain gardens and bioswales.]**
- Tree and vegetation placement are used strategically to provide shade, reduce building heat gain, and block winter winds where appropriate.
- Standing water, erosion, and drainage issues are addressed promptly.
- Clippings and yard waste are managed through **[ex. mulching/ composting.]**
- **[Annual/ quarterly]** inspections of school grounds are conducted to identify and address erosion, unhealthy vegetation, invasive species, and other conditions that may impact health or air quality.
- Damaged or high-maintenance areas are restored using native plantings, soil amendments, or improved landscape design practices.

Training

- Grounds staff receive appropriate onboarding training on environmentally beneficial landscaping practices, safe equipment use, and IAQ considerations. Updated training is provided annually.

Mold and Moisture Policy & Procedures

[*School / district*] officials pay close attention to water intrusion and microbial growth during the walkthrough inspections, building systems evaluations, preventive maintenance activities, and the investigation of reported concerns.

Prevention

- Maintenance staff receive basic training about identifying moisture problems.

- School staff are expected to report water leaks and moisture problems **[immediately /within 24 hours]** ***[through X reporting system, to IAQ coordinator, to building engineer]***.
- Maintenance staff address moisture problems quickly to prevent or minimize microbial problems.
- During the summer months and extended breaks, an identified staff member will conduct a weekly walkthrough to identify and report potential moisture issues (open windows, odors, high humidity, stained ceiling tiles).
- Underlying moisture problem is corrected prior to remediation to prevent recurring mold growth.
- Relative humidity is maintained at levels **[below 60%]** indoors to inhibit mold growth wherever possible.
- Carpet cleaning is only conducted when carpets can dry within 24-48 hours and avoiding high humidity summer months when possible.
- Large flooding events are handled by ***[company name, phone, email].*** This company can respond to water problems at any time, including weekends, and will be contacted as soon as large floods are identified, to initiate restoration, such as drying and cleaning.

Remediation

Minor mold cleanup may be handled by maintenance staff. Appropriate personal protective equipment is used during remediation.

- Non-porous materials (e.g. metals, glass, and hard plastics) with mold growth can usually be cleaned.
- Semi-porous structural materials (e.g. wood and concrete) can be cleaned if structurally sound.
- Porous materials (e.g. ceiling tiles, insulation, carpet, sheet rock) must be removed and discarded.
- Damp or wet materials must be dried within 48 hours (preferably within 24 hours).
- Porous materials contaminated with sewage or overland flooding are always replaced.
- Mold growth should be removed from non-porous and semi-porous surfaces with a strong brush and non-ammonia containing detergent and thorough drying.

Mold or moisture problems that are larger or difficult to identify or remediate are contracted to a trained professional.

- Where necessary, the ***[district/school]*** contracts with ***[company name]*** to investigate mold and moisture problems, and ***[company name]*** to remediate mold**.**
- Containment measures are used when a large area of mold growth is present or suspected, remediation will create significant dust, or highly sensitive individuals are present.
- Large-scale remediation projects also follow the ‘Renovation and Construction’ policy and ‘Pest Management’ policy, if antimicrobials are applied.

- The ***[school / district]*** follows guidelines from ***[insert preferred guidelines: USEPA, MDH, IICRC, AIHA, IAQA, etc***.], when work is done by school staff or a contracted service provider.

Cleaning and Chemicals

Integrated Pest Management Policy & Procedures

Pests (such as mice and cockroaches) and pesticides can cause health problems, such as allergy and asthma symptoms. The Integrated Pest Management (IPM) Plan below is an important strategy for maintaining IAQ because it reduces both pesticide use and pest problems.

[School/district] strives to minimize pesticide use and utilize non-chemical options where feasible.

[School/district] contracts with **[company name]** pest management company. Contract stipulates:

- The company maintains proper licensing.
- Pesticides are only applied indoors during unoccupied times and with fresh air supply air set to 100 percent outdoor air.
- If pesticides are applied outdoors, by an air intake, this work is done during unoccupied times and the intake is turned off.

[(If applicable) [State name] laws and regulations require all school districts to implement an integrated pest management program. [Include state specific requirements followed by the school district]].

Integrated Pest Management (IPM) Plan

Purpose

The purpose of the Integrated Pest Management (IPM) Plan is to protect the health, safety, and comfort of students, staff, and visitors while maintaining school buildings and grounds that are free of pests. **[School District Name]** is committed to using environmentally responsible and economically sound pest management practices that minimize exposure to pesticides and support long-term prevention.

Policy Statement

It is the policy of **[School /district]** to use an IPM approach that emphasizes:

- Prevention of pest problems through good maintenance and sanitation practices.
- Monitoring to accurately identify pests and assess population levels.
- Least-toxic control methods before considering chemical pesticides.
- Notification and recordkeeping procedures that ensure transparency and compliance with state and federal regulations.

Responsibilities

- IPM Coordinator: Overseeing implementation of the IPM Plan, maintaining records, coordinating training, and ensuring compliance with applicable laws.
- Building Staff (Custodians, maintenance personnel, food service staff, and groundskeepers): Promptly reporting pest sightings and conditions that may attract or harbor pests (e.g., food debris, leaks, or clutter).
- Contractors: Following the district's IPM Plan and providing documentation of inspections, pesticide applications, and recommendations.

Pest Prevention Strategies
The district prioritizes preventive measures to reduce pest habitats and food sources, including:

- Maintaining clean classrooms, kitchens, cafeterias, and storage areas.
- Sealing cracks, gaps, and entry points around foundations, windows, and doors.
- Managing waste and recycling containers with secure lids and regular disposal schedules.
- Addressing plumbing leaks, condensation, and moisture problems promptly.
- Managing vegetation, landscaping, and mulch to reduce pest harborage near buildings.

Monitoring and Identification
Each school facility is inspected on a **[monthly/quarterly/other]** schedule for pest activity and conducive conditions. Monitoring stations, sticky traps, and visual inspections are used to identify pest species and determine the extent of any infestation.

- Pest sightings should be reported via **[district work order system / email to IPM Coordinator].**
- The IPM Coordinator evaluates reports and inspection findings to determine appropriate actions.

Action Thresholds
Corrective action will be initiated only when pest populations exceed established thresholds, as determined by the IPM Coordinator. Non-chemical control methods (e.g., sanitation, exclusion, mechanical traps) will be implemented first. Pesticides are used only as a last resort and must be:

- Applied by a licensed applicator.
- Selected from the least-toxic options available.
- Applied in strict accordance with label directions and all applicable laws.

Notification and Posting
When pesticide use is necessary, advance notice will be provided to parents, guardians, and staff in accordance with **[state code citation]**. Individual notification is also provided when requested by a parent or staff. The ***[school / district's]*** notice and associated policies are in ***[location. ie. official school handbook or policy guide].*** Copies of individual notification are kept for **[six years]**, filed in ***[location.]***

Notice will include:

- The pest(s) to be controlled.
- The name and active ingredient of the pesticide.
- The date, time, and location of the planned application.
- Contact information for the IPM Coordinator.

- Warning signs posted at application sites at least **[time requirement, e.g., 24 hours]** in advance and remain in place for **[time requirement, e.g., 72 hours]** following the application.

Recordkeeping
The IPM Coordinator will maintain records of:
- All pest sightings and inspection reports.
- Pesticide application logs (including product name, EPA registration number, date, location, and applicator).
- Contracts with pest control companies.
- Annual summaries of pest management activities.

Records will be retained for at least **[# years]** and be available to the public upon request.

Training

District staff involved in pest management, custodial work, or building maintenance receive annual training on IPM principles, pest identification, prevention practices, and pesticide safety. Documentation of training is maintained by the IPM Coordinator.

Evaluation
The IPM Plan will be reviewed annually by the IPM Coordinator in coordination with **[IAQ Coordinator/ Facilities Director / Environmental Health and Safety Officer]**. The review will assess pest management effectiveness, pesticide use trends, and opportunities for improvement. Updates to the plan will be approved by **[Superintendent / School Board]** as needed.

Chemical Management Policy & Procedures

[School/ district] is committed to promoting safe learning and working environments and has implemented a comprehensive effort to address chemical use, storage, and disposal procedures, as well as the prevention of accidents and spills.

- Applicable staff participate in annual chemical safety training, and students and staff are instructed on necessary chemical safety and evacuation procedures annually.
- Science and lab classes are only conducted in appropriately equipped rooms that include adequate lighting, proper ventilation, fire safety equipment, first aid kits, safety showers, emergency eyewash stations, and spill kits.
- Each school must maintain a chemical inventory updated at least annually and shared with the district **[department names]**.
- Chemicals must be safely received, inventoried, and stored in minimum quantities in accurately labeled containers in locked locations.
- Expired chemicals and hazardous materials ready for disposal must be disposed of in accordance with federal and state regulations. Contact **[district department name]** for disposal.
- Extremely hazardous chemicals are not allowed in school buildings, such as those that are shock-sensitive or lethal at low concentrations.

Environmentally Preferable Cleaning Policy & Procedures

To ensure that cleaning practices contribute to improved indoor air quality, **[School/ district]** has implemented an Environmentally Preferable Cleaning Policy.

Product Selection and Storage

- Custodial staff only use cleaning agents approved by the district for school use.
- All products used must be clearly labeled according to OSHA requirements.
- Bottles of cleaning agents must be tightly closed when stored.
- Products should be stored in rooms with local exhaust ventilation.
- Environmentally preferable products are selected for general cleaning and disinfecting and are Green Seal certified, EPA Safer Choice (Design for the Environment), UL Ecologo or equivalent products, where cost and performance are comparable to conventional cleaning products.
- All products will be fragrance free when possible.
- Bleach-containing products are not permitted for use in district buildings as bleach is a high hazard chemical and asthmagen. Whenever possible, safer products with shorter contact times and active ingredients like ethanol, isopropyl alcohol, hydrogen peroxide, lactic acid, or citric acid are procured.
- Microfiber cloths and mops which can be laundered and reused are preferred for effectiveness over cotton or other synthetic materials at removing dirt and organisms.
- Whenever possible, the district purchases vacuum cleaners and carpet extraction equipment that are Carpet and Rug Institute (CRI) approved. Powered floor maintenance equipment is selected to operate at no higher than 70 decibels (dBA).

Cleaning Methods

- All safety data sheets should be stored in an area available to all staff, and the location of this information is communicated in the district's **[name of training]** annual training.
- Teachers and other staff are encouraged to minimize clutter, to ensure rooms are easier to clean and to minimize dust-collecting surfaces.
- Ammonia-based cleaning agents and chlorine-containing cleaners (such as bleach) must never be mixed because this generates toxic gases.
- Disinfectants are only used with proper PPE and in well-ventilated areas without students present.
    - Disinfectants will not be sprayed into the air or used in foggers.
- High-touch surfaces are cleaned with soap and water and then disinfected at least once per day.
- Food preparation and consumption surfaces are cleaned and sanitized surfaces at least once daily, and more frequently as needed.
- HEPA-filtered vacuum cleaners are used to clean carpeting and entry mats.
- Carpets will be cleaned with hot water extraction as needed and at least annually.
    - Carpet cleaning during the summer months will be limited only to spaces with humidity control where the carpet can dry within 24-48 hours to prevent mold and bacterial growth.
- Most cleaning is completed during unoccupied times.

    - Pollutant-releasing activities are restricted by time of day, week, or year.
- Large walk-off mats must be used to trap dirt and moisture at building entrances.
    - These mats are cleaned according to manufacturers' guidelines to ensure optimal performance.
- Staff are not permitted to bring any outside cleaning products, pesticides, air fresheners, or other chemicals into schools. **[OR Staff are not permitted to bring in any cleaning products, air fresheners, or chemicals not on the district's approved cleaning products list [link to approved list], including parent donations.]**
- Cleaning staff receive appropriate onboarding training on the safe and effective handling and use of all cleaning products and equipment and on communicating with building occupants about the rationale for procedures. Updated training is provided to staff annually.

Animals Policy

Animals can be a source of allergens that cause allergy and asthma symptoms, and microorganisms that can cause infectious diseases, bites, and stings. **[*School/ district*]** has adopted an animal policy that strives to minimize animal-related problems while recognizing the positive educational role animals can have in schools.

Specific types of animals will be restricted if a valid concern is expressed by staff, students, or parents. The ***[school / district]*** reserves the right to prohibit certain animals if they pose a threat to the safety or well-being of staff and students.

- Before an animal is brought to a classroom, the teacher must request permission from ***[nurse, administrator, etc.]***.
    - If a sensitive individual is present or uses the room, then the request may be denied.
    - Requests for animals that are merely pets and serve no educational purpose may also be denied.
    - This policy does not apply to service animals, which are permitted in school buildings.
    - If or when animals are brought to school on a temporary basis (e.g., 'show and tell' events), the event will be held, where possible, outdoors or in a room with a hard floor (e.g., gym).
    - Cold-blooded animals (fish, reptiles, amphibians) are recommended over warm-blooded, or feathered animals (mammals and birds).
- If an animal is permitted:
    - The responsible staff person is expected to watch for any obvious health symptoms that may be related to the animals, such as respiratory or skin symptoms.
    - The staff person is also responsible for the care of the animal, including cleaning and maintenance of the habitat and other areas that may become soiled.
    - Staff and students' hands must be washed after handling animals or contacting their waste.
    - Animals must be kept in an appropriate habitat when they are not being used for education.
    - They should be kept away from carpeted areas, to minimize the transfer of allergens to and soiling of the carpets.

- Animals should be kept away from air supply and return vents.
- If staff do not follow these practices, the administration may instruct the staff to remove the animal from school.

Plants Policy

Individuals can be allergic to certain plants, such as cut flowers and flowering plants. In addition, mold can grow on the soil, plant, or pot. Due to prior problems with plants in school buildings, the ***[School/ district]*** has adopted a plant policy.

- Up to three plants are permitted per room.
- Flowers and flowering plants are discouraged; flowers delivered should be taken home at the end of the day.
- Staff are responsible for plants in their area, and they should immediately clean up any water or dirt that spills out of the plant.
- Plants should not be over-watered and cannot be placed on carpet, ventilation equipment, or other locations where accidental over-watering can cause problems.
- Plants that develop mold (on leaves, on soil, or pot) must be removed.

Outdoor Air Pollution Policy & Procedures

Outdoor air pollution, from agriculture, industry, wildfires, or traffic, may affect school occupants' health and comfort. Pollutants, such as fine particulate matter, ozone, and odors, can be a problem intermittently. To help reduce risk an Outdoor Air Pollution Policy is in place.

- The IAQ Coordinator tracks the daily air quality index.
- When air quality is not 'good', steps are taken to protect staff and students including limiting outdoor and strenuous activities following [state policy/ guidance.]
- Higher efficiency filters ***[ex. MERV X]*** have been installed in the HVAC systems to filter particle pollution.
- Exterior windows and doors are kept closed.
- Anit-idiling policies have been implemented, as described above
- Indoor sources of particle pollution are minimized, if possible, such as cooking, kilns, aerosol products, and vacuuming during school hours.
- **[If applicable: The school buildings are operated at positive pressure to limit the infiltration of outdoor air pollution, and this pressurization is checked periodically during ventilation assessment or balancing conducted every X years].**
- **[If applicable: Portable air cleaners are deployed to provide additional air cleaning.]**

[If applicable: Due to proximity to industrial plant, agriculture, busy highway, school / district has adopted practices and procedures to minimize exposure to possible air pollutants. School administrators have contacted the nearby industrial plant/feedlot and established a working relationship, to ensure any problems or incidents that may affect staff or students will be reported to the school administration promptly.]

Extreme Heat Policy & Procedures

Elevated heat conditions can cause discomfort and affect learning. In more extreme conditions, it can cause heat exhaustion, heat stroke, and increase the risk of cardiovascular disease (stroke, heart attacks). Hotter temperatures have become more common and can be a problem

during the start or end of the school year. Due to a lack of air conditioning ***[in buildings X, Y, Z, or specific rooms, like kitchens]***, measures are taken to protect students and staff during times of extreme heat.

- The school district complies with OSHA requirements (such as 5205.0110) to protect worker health and safety.
- Monitoring of adequate ventilation and airflow, as described in other sections of this plan, help to prevent heat hazards.
- Workspaces are monitored for elevated heat conditions, according to OSHA criteria, depending on work activity intensity.

[If Applicable: To prevent extreme heat, ventilation and shading improvements have been made in buildings that lack air conditioning. When the temperature is elevated (ie. OSHA's 77 F recommendation or the ASHRAE upper limit of 80 F for summer comfort, depending on humidity and air flow)

- **Portable air conditioners and fans are deployed in rooms.**
- **Staff and parents are notified and encouraged to wear light clothing.**
- **Physical activity is limited in physical education and other activities.**
- **Frequent water breaks are taken to encourage hydration.**
- **Classes may be relocated to parts of the building that are cooler.**
- **The district nurse tracks which staff and students may be more vulnerable to extreme heat; additional precautions may be taken to protect these staff and students.**
- **Hours of operation may be reduced in consultation with district leadership].**

Energy Efficiency Policy & Procedures

Energy use in school facilities is closely tied to building systems that support ventilation, heating, cooling, and overall indoor environmental air quality. Managing energy efficiently helps reduce operating costs, supports sustainability goals, and ensures that efforts to improve Indoor Air Quality (IAQ) are implemented in a responsible and balanced manner.

To support these goals, **[school/district]** is committed to actively monitoring energy performance across all facilities through consistent data collection and analysis. Action planning around IAQ improvements and Energy Efficiency will use this data to help guide decision making.

The district will regularly collect and track whole-building energy use data, including electricity, natural gas, and other fuel sources, for all schools and administrative buildings. Energy performance will be monitored using ENERGY STAR® Portfolio Manager®(ESPM), or a comparable platform, to benchmark building performance over time and identify trends, anomalies, and opportunities for improvement.

Energy data will be reviewed **[e.g., monthly/quarterly]** by **[IAQ Coordinator, Facilities Director, energy management personnel etc.**l. Findings from this analysis will be used to:

- Identify buildings or systems with higher-than-expected energy use
- Prioritize maintenance, operational adjustments, and capital improvement projects

- Evaluate the impact of IAQ-related strategies (e.g., ventilation rates, HVAC scheduling, filtration upgrades) on energy consumption
- Inform budgeting, planning, and district-wide energy reduction goals

The district will prioritize actions that support both energy efficiency and healthy indoor environments, recognizing that well-maintained and properly operated building systems are essential to achieving both outcomes.

Staff responsible for building operations, including **[e.g. facilities director, building engineer],** will be trained on energy management practices and the use of energy data to support decision-making.

The district will communicate energy performance goals and progress to stakeholders, reinforcing the connection between energy efficiency, environmental stewardship, and healthy learning environments.

Pool Operation Policy & Procedures *[If Applicable]*

Chlorine used in pools can bind to swimmers' body waste and form chemicals called chloramines. This chemical can off gas from the water and irritate the skin, eyes, and respiratory tract.

To reduce exposure to chloramine in pool areas, operation and maintenance are conducted in compliance with state pool code requirements. This includes:

- Posting sign and posters to encourage swimmers about personal hygiene and showering
- Ensuring airflow maximizes fresh air across the water's surface, and sufficient fresh outdoor air and exhaust ventilation is supplied
- Monitoring combined chlorine levels in the water and treating the water when levels are too high

[If applicable: Long term measures to reduce chloramine have also been implemented and/or are planned; describe, such as use of ozone or UV technologies to treat water]

Arena Air Quality Policy & Procedures *[If Applicable]*

Fuel-burning ice resurfacing equipment emits carbon monoxide and nitrogen dioxide into the air, which may cause health problems. Since **[school / district owns / operates]** an ice arena, district staff must comply with the **[state regulations]** to ensure acceptable air quality in the arena. **The record-keeping log is located [location.]**

The **[arena manager, health and safety coordinator, other person]** coordinates activities related to compliance. This includes:

- Maintaining acceptable air quality
- Annually applying for certification
- Annually training staff
- Keeping records

- **[Testing air quality after resurfacing, edging and use of other combustion-powered equipment].**
- **[Conducting regular maintenance of the resurfacer(s) and operate ventilation during and after operating resurfacer(s)].**

Construction and Renovation Policy & Procedures

[School/ district] considers energy efficiency and IAQ when planning construction and renovation projects. To the extent possible, major renovations are scheduled when school is not in session.

Prior to Renovation

- Proposed renovations are evaluated in relation to the school's history of IAQ concerns and energy performance.
- Presence of lead, asbestos, PCBs, mercury, and other possible hazards are evaluated and contractors/ school staff comply with relevant regulations.
- Building air intakes are evaluated for exterior projects (e.g., roof replacement) to identify and mitigate potential impacts from fumes or emissions.

During Renovation

- Renovation areas are isolated from the main ventilation system using plastic sheeting and local exhaust ventilation, maintaining negative pressure in work areas and/or sealing HVAC supply and return openings to prevent construction dust infiltration.
- Painting and adhesive work is only conducted when areas are unoccupied by students and staff, ensuring proper ventilation during application and drying.
- Indoor use of fossil fuel-powered machinery is prohibited to prevent combustion emissions and carbon monoxide exposure.

Post Renovation

- Ventilation systems are not operated unless filters of MERV 8 or higher are installed and all filters are replaced immediately before occupancy.
- Testing and balancing is conducted following HVAC system upgrades, and commissioning is conducted wherever feasible.
- Carpeted and soft surfaces are cleaned with a certified vacuum or high-efficiency particulate air (HEPA) filter vacuum that meets or exceeds the CRI Seal of Approval program after construction is complete and prior to occupancy.
    - For phased, occupied renovations, a HEPA vacuum is used on the carpet daily in occupied areas and in areas adjacent to those affected by construction activities.
- Buildings/zones will be flushed out with the maximum amount of design outdoor airflow for **[# days, running continuously (ex. 3-7 days)]** to remove indoor pollutants prior to occupancy.

Building Materials and Furnishings Policy & Procedures

The use of environmentally preferable building materials and products is specified in renovation and construction projects wherever possible and where cost and quality are comparable to conventional materials. This preference applies to paints, adhesives, sealants, flooring/carpet, composite wood/panels, acoustical ceilings, insulation, and furniture.

- Third-party certified products will be specified as available, such as EPA Safer Choice (aka, Design for the Environment), Greenguard, Green Seal, Carpet and Rug Institute Green Label, and ANSI 208 certified.
- Materials and furnishings are specified to contain no formaldehyde, lead, PCBs, VOCs, and to avoid PVC and antimicrobial coatings.
- Easily cleanable flooring is used for high traffic areas, including classrooms, hallways, cafeterias, art rooms, restrooms, and anywhere liquid spills are likely.
- Solid wood and plywood materials are preferred over composite to avoid off-gassing binding materials that are often formaldehyde-based.
- Only latex, water-based, low-VOC paints may be used, as defined for IAQ and not outdoor air emissions standards. Using paints that contain mercury or lead is prohibited.
- Whenever possible, low emissions classroom writing and art materials will be selected carrying the Art and Creative Materials Institute (ACMI), carrying the AP (Approved Product) seal for non-toxic items. 3D printers, filaments, and their operations will follow UL 200B safety guidance.

✦ Emergency Response Procedures

Emergencies are defined as situations that require immediate action and could pose a threat to the health and safety of building occupants. In the event of an emergency, **[school/district]** emergency protocol is followed, including contacting appropriate contacts immediately: **[list contacts with the local police/fire protection, poison control, and the local health department.]**

IAQ-Related Emergencies

- Widespread and sudden complaints of headaches and nausea or combustion odors
- Chemical spills or gaseous leaks of hazardous materials
- Confirmed infectious airborne disease outbreak (e.g., Legionnaire's, measles, coronavirus)
- Wildfire or outdoor air pollution event
- Extensive mold
- HVAC failure
- Elevated radon levels

IAQ Coordinator/ School Team Emergency Response

[Modify to match district protocol]

1. Ensure Immediate Safety
    a. Conduct preliminary safety assessment – Investigate and evaluate immediate health risk, the source of issue, the size and extent of the affected area.
    b. Activate district emergency response protocol (this may include shelter in place or evacuation procedures.)
        - Identify who the decision maker is during an IAQ emergency.
        - Confirm single point of contact for internal coordination.
    c. Notify essential stakeholders (principal/ district leadership) as per district emergency response protocol.

    If applicable:

    d. Evacuate or relocate staff and students if there is an immediate health risk (*e.g., chemical exposure, CO leak*). This relocation may need to be for an extended period of time until the issue is resolved.
    e. Call 911 or emergency services if there is an imminent threat to health.
    f. Isolate affected area(s) — close off rooms, shut off HVAC if necessary to prevent spreading of contamination.
    g. Lock doors/ post warning signs around the space to prevent further exposure.
    h. Do not enter affected areas until cleared by trained personnel or emergency responders.
2. Activate Internal Response Protocol
    a. Notify key stakeholders including: School leadership, Teachers/ Staff, Students, Families, media, District-level contacts, Facilities/Maintenance Team and IAQ Team and/or Environmental Health & Safety Officer
    b. Pull relevant documents including IAQ Management Plan, floor plans and ventilation layouts, past complaints/reports for the area.
3. Assess and Document the Issue
    a. Once it is safe, conduct an initial walkthrough to observe and determine the extent of remediation required and potential risk to health and safety. Use **[district documentation procedure]** to record findings.
    b. Complete a detailed assessment – photos, IAQ measurements, symptom reports, maintenance logs
        - Take photos/videos of affected areas.
        - Collect data from handheld IAQ monitors.
        - Interview staff/students showing symptoms connected to IAQ.
        - Collect nurse logs with relevant IAQ symptom data.
        - Collect any relevant maintenance logs.

4. Develop a remediation/ mitigation plan based on findings
    a. Identify a remediation manager to oversee the process
    b. Design remediation plan with support of IAQ Team and district leadership or staff
        - Identify elimination, remediation, or clean up methods
        - Identify appropriate PPE and containment methods
    c. Engage Qualified Professionals as Necessary
        - Contact certified contractors or environmental consultants to support remediation. Include occupational health/industrial hygiene experts for chemical or particulate hazards. (Radon, asbestos, or chemical incidents may legally require certified contractors).
    d. Provide updates to stakeholders around remediation and timeline
5. Implement Mitigation or Remediat*ion*
    a. Isolate affected zones with physical barriers.
    b. Begin cleanup, remediation, or HVAC repairs per professional guidance including containment procedures.
    c. Ensure all work and removal of contamination complies with OSHA, EPA, and state/local regulations.
6. Monitor and Reassess
    a. Retest air/surfaces after cleanup.
    b. Confirm the problem is resolved before reoccupying space.
    c. Conduct ongoing IAQ monitoring of space to ensure remediation was successful.
        - Compare post-remediation results to baseline IAQ and relevant standards (ASHRAE, EPA, state).
        - Conduct routine follow-up checks for a defined period (e.g., 1 month, quarterly).
    d. Maintain documentation of clearance testing and contractor reports.
7. Follow Up & Prevent Recurrence
    a. Provide ongoing communication to stakeholders about progress and resolution.
    b. Review what went well and update emergency protocols as needed. Update the district IAQ plan with lessons learned and documented improvements.
    c. Educate staff on prevention measures to avoid future issues (e.g., moisture control, proper storage of chemicals).

Emergencies are determined on a case-by-case basis, using the above as a general guideline only. If doubt exists about whether exposure to a specific hazard constitutes an emergency, a precautionary approach should be used, where the matter is handled as an emergency. Details of the **[school/ district]** emergency preparedness and response plan can be found in **[location]**.

Communication

In order to develop and maintain the trust of the community and staff, the IAQ Coordinator and other designated district employees communicate with relevant parties in a prompt, honest and courteous manner.

To help ensure effective proactive communication, **[school/district]** has developed an IAQ Community Engagement Plan located **[location of plan.]**

In addition, if there is an IAQ concern, the IAQ Coordinator ensures continuous communication. They will report the issue and share measures taken to address the concern to appropriate parties. Once resolved, the IAQ Coordinator will ensure prompt communication to the community.

The IAQ Coordinator is prepared to answer staff and parents' basic questions, and the IAQ Team and Coordinator will inform staff and parents annually about how to access the district's IAQ Management Plan, how to report IAQ concerns, how to contact the IAQ Coordinator, and how to learn about scheduled pesticide applications.

IAQ Complaints

All **[School /district]** staff are responsible for promptly reporting suspected IAQ problems and are trained on how to identify and report IAQ issues through **[an annual training, back-to-school memo, etc.].**

- IAQ concerns are filed through **[the IAQ Complaint form, an email address/phone number, etc.**]. Within the report, details about the **[date, location, reporter, and space conditions where the reported issue is being observed]** are collected.
- IAQ complaints are reviewed by **[staff role/ IAQ Coordinator]** within **[# hours/days]**.
- The **[staff role/ IAQ Coordinator]** conducts an investigation of the reported issue and provides a report including findings and recommended actions or implemented solution to the **[building administrator, reporter, district facilities manager, etc.]** typically within **[# days].**
- IAQ complaints and investigation reports are kept on file for **[# years].** The IAQ Coordinator reviews complaints and is integrated into annual IAQ assessments to look for potential trends to identify and predict future IAQ issues in buildings.

✦ Staff Education& Responsibility in IAQ Initiatives

All district employees play an important role in managing both indoor air quality and energy consumption. **[School / district]** provides an annual energy and IAQ training session, as part of the **[name of training, such as Health and Safety, Employee Right to Know]**. **[The IAQ Coordinator or another qualified person]** performs the training.

In addition to the general training, staff receive specific training related to their roles:

- **Teachers and school leaders:** Managing classroom animals, food, and plants; selecting furniture; minimizing clutter; using approved cleaners; understanding air movement and thermostat settings; reporting leaks; and reporting IAQ concerns.
- **School nurses:** Recognizing and documenting IAQ-related health symptoms, participating in IAQ investigations, collaborating on communication with families
- **Bus drivers:** Anti-idling practices and use of approved cleaning products.
- **Custodians:** Cleaning procedures; managing moisture and chemical use; identifying and reporting IAQ problems.
- **Grounds:** Safe pesticide and chemical use; implementing practices to minimize IAQ impacts (e.g., keeping grass clippings away from air intakes).
- **Facilities and environmental health staff:** Managing ventilation, operations, maintenance, and moisture control.
- **Procurement staff:** Purchasing low VOC / low emissions products and materials.