

Indoor Air Quality Management Plan

Goshen Community Schools

November 9, 2020

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Table of Contents

- 1. INDOOR AIR QUALITY COORDINATOR 3
- 2. SCHOOL BOARD ADOPTION 4
- 3. ANNUAL UPDATE 4
- 4. GOALS AND OBJECTIVES 4
- 5. INDOOR AIR QUALITY TEAM 4
- 6. BUILDING EVALUATIONS 5
- 7. WALKTHROUGH INSPECTIONS 6
- 8. PLAN TO ADDRESS IDENTIFIED ISSUES 7
- 9. MERCURY 8
- 10. TOBACCO & E-CIGARETTE BAN 8
- 11. ASBESTOS 8
- 12. LEAD 9
- 13. INTEGRATED PEST MANAGEMENT 9
- 14. SCHOOL BUS IDLING 10
- 15. RADON 10
- 16. COMMUNICATION 10
- 17. CONCERNS 11
- 18. PREVENTIVE MAINTENANCE AND OPERATIONS 12
- 19. TRAINING 13
- 20. RENOVATIONS 14
- 21. MICROBIAL PREVENTION AND REMOVAL..... 14
- 22. ANIMALS IN SCHOOL BUILDINGS 15
- 23. CLEANING AND CHEMICALS 15
- 24. FLOORING AND FURNISHING 16
- 25. OUTDOOR AIR POLLUTION 17
- 26. PLANTS 17
- 27. EMERGENCY RESPONSE..... 18

1. INDOOR AIR QUALITY COORDINATOR

Goshen Community Schools has identified **Tom Boomershine** as the Indoor Air Quality Coordinator. The school administration and school board are committed to providing the necessary support to implement the IAQ Plan. The IAQ Coordinator reports to **Kelley Kitchen & The School Board**.

The IAQ Coordinator is:

1. an individual that is either based in the district or spends most of his/her time in the district.
2. able to answer basic questions from parents:
 - a. where parents can find answers to their IAQ questions and concerns.
 - b. where parents obtain checklists and self-help information to evaluate their child's out-of-school situation
 - c. how parents can access information about the school; and
 - d. what parents can do—how parents can effect change.
3. authorized to respond to parents and local complaints as well as problems and complaints forwarded by state agencies.
4. fulfills a separate IAQ function from that of building systems maintenance expert.

The IAQ Coordinator's responsibilities include:

1. Develop and implement a written IAQ Management Plan
2. Identify a school district IAQ coordinator for indoor air quality.
3. Conduct and document an annual building walkthrough.
4. Conduct and document an annual ventilation and building checklist.
5. Monitor plan implementation including documenting situations and work practices that require indoor air quality remediation.
6. Inform and educate staff about indoor air quality procedures and policies.
7. Develop a communication plan/policy to include response to building complaints.
8. Respond to regulatory agency correspondence, guidelines and recommendations.
9. Monitor regulatory changes and new developments.
10. Review program and obtain school board approval at least annually.
11. Notify parents about the IAQ Coordinator through (annual newsletter, policy letter, website, etc.)
12. Communicate proactively with staff, parents, and other parties regarding the progress made with the IAQ Plan and any other relevant IAQ information.
13. Manage various IAQ projects
14. Manage compliance with other IAQ-related regulations, such as smoking, asbestos, lead, mercury, and arena rules
15. Review and approve renovation projects to determine whether they appropriately address IAQ concerns and are consistent with the IAQ Management Plan and other requirements
16. Report activities and work to **(administrator name)**

17. Coordinate the IAQ Team’s activities and meetings.

2. SCHOOL BOARD ADOPTION

The school board adopts the IAQ Plan as part of the ten-year facility plan. The **Goshen Community Schools** school board adopted the first district IAQ Plan on *[insert date]* as part of the ten-year facility plan. School board adoption is obtained every year. School board minutes indicating annual IAQ Plan approval are maintained at *[name location, for example Attachment 5]*.

3. ANNUAL UPDATE

Goshen Community Schools performs an annual update of the IAQ Plan, as part of the updates to the ten-year facility plan. Records of the annual update are maintained *[name location, for example Attachment 5]*.

The annual review involves:

1. Ensuring an IAQ Coordinator is functioning the roles stated under the ‘IAQ Coordinator’ policy
2. An operational IAQ Management Plan is implemented
3. Goshen School board review
4. Walkthrough inspections
5. Building systems evaluations
6. Reviewing IAQ Concern Reports and other information
7. Discussing new issues with the IAQ Team
8. Creating a ‘Plan to Address Identified Issues’
9. Reviewing and changing the IAQ Management Plan as needed

4. GOALS AND OBJECTIVES

The health, comfort, and learning environment of students and staff are important aspects of Goshen Community Schools mission. Indoor air quality (IAQ) is a critical component of providing a healthy and comfortable learning environment. Goshen Community Schools IAQ goals are as follows.

1. Minimize indoor air pollutants, which will reduce the likelihood of health problems, including asthma, respiratory infections, allergic reactions, and other health problems.
2. Control temperature, humidity, and ventilation associated problems, which will foster students’ comfort and learning.

3. Prevent indoor air quality problems, which will slow building deterioration, avoid school closures, minimize liability risks, and foster a positive relationship among parents, teachers, and the school administration.

Goshen Community Schools has implemented an IAQ Management Plan that will monitor and improve the quality of air in school buildings. The objectives of the IAQ Plan are the following.

1. Reduce the levels of indoor air pollutants through preventive measures such as routine maintenance activities, periodic building evaluations and inspections, and IAQ-specific policies.
2. Provide and maintain adequate air exchanges by maintaining ventilation equipment.
3. Respond to IAQ-related concerns and problems in a thorough and prompt manner, through investigation, documentation, and effective communication.

5. INDOOR AIR QUALITY TEAM

Goshen Community Schools has established an IAQ Team that represents staff, students, parents, service providers. The IAQ Team assists the school administration by reviewing IAQ-related information and recommending IAQ policies to maintain and improve the air quality within district facilities and school buildings.

The Indoor Air Quality Team is composed of the following individuals:

| Name | Job Title | Contact Information | Team Role |
|------|-----------|---------------------|-----------|
|------|-----------|---------------------|-----------|

The IAQ Team is involved in the following efforts.

1. IAQ Team members contribute to the IAQ Plan creation and implementation. The IAQ Team members have reviewed the United States Environmental Protection Agency’s (USEPA) IAQ Tools for Schools (TfS) kit, focusing on backgrounders and checklists relevant to each Team members’ expertise.
2. The IAQ Team evaluates non-routine IAQ concerns that have been reported to the IAQ Coordinator. The Team takes steps or recommends measures to resolve the reported concern.
3. The IAQ Team meets regularly to review ongoing IAQ issues and projects.
4. The IAQ Team meets annually or as needed, to conduct an annual review the IAQ Plan.
5. IAQ Team meeting minutes, reports and other documents are kept with the IAQ Plan in *[note location of files]*.

6. BUILDING EVALUATIONS

School buildings are evaluated every year. The evaluations cover the ventilation systems and maintenance activities. The ventilation evaluation checks air intakes, air filters, condensate areas, coils, cleanliness, mechanical rooms, dampers, controls, air movement, and exhaust fans. The

maintenance evaluation checks building supplies, dust control, floor cleaning, drain traps, moisture, and combustion appliances.

The IAQ in Goshen Community Schools' buildings are evaluated by conducting a detailed assessment every year. The purpose of this assessment is to identify and evaluate potential IAQ issues that may be associated with buildings or operations. Having the IAQ Coordinator evaluate building systems ensures an individual with expertise examines all areas of the buildings every year.

The IAQ Coordinator and team developed the evaluation method, which is equivalent to the Tools for Schools walkthrough, ventilation, and maintenance checklists. This evaluation is like a 'super walkthrough' inspection, because it goes beyond an overview walkthrough inspection and has additional focus on the ventilation systems and maintenance operations.

The IAQ Coordinator reviews findings and drafts ideas to address findings. If the source of problems cannot be identified and concerns persist, a different evaluation method may be used. Information from the evaluations is used during the walkthrough inspections to verify or further investigate the issue. Records of annual evaluations are kept in *[state location, such as an Attachment to Plan]*. Identified issues are addressed, as described in Section 8 and as detailed in *[the annual 'Plan to Address Identified Issues'; see Attachment 3 for an example chart.]*

7. WALKTHROUGH INSPECTIONS

An IAQ walkthrough inspection is conducted annually of all functional spaces in buildings that house administrative or educational operations. The purpose of the walkthrough inspection is to identify new problems, further evaluate previously identified problems, and confirm corrective actions and other changes. The inspection is a quick overview of each building, and a more detailed evaluation is conducted through the building systems evaluations (see 'Building Evaluations' Section 2). The walkthrough inspections provide some insight regarding the type, location, and magnitude of apparent IAQ-related issues and problems.

The walkthrough inspections assess IAQ through the use of general human senses. The inspections check the occupied spaces (classrooms, hallways, offices, kitchens) and other 'functional' areas (exterior, roof, mechanical rooms, bathrooms, storage rooms, and boiler rooms). The walkthrough identifies problems related to: cleaning, fresh air ventilation, pests, nearby pollutants, pesticides, moisture, walk-off mats, temperature, humidity, odors, mold,

occupant concerns, dry drain traps, exhaust ventilation, chemicals, fuel containers, engines, combustion appliances, lead, and radon.

The following issues are emphasized:

1. Water intrusion problems (interior and exterior)
2. *Ventilation failures and/or problems*
3. *Building/structural failures and/or problems*
4. *Cleanliness of buildings and classrooms*
5. *Need for O&M programs (e.g. ventilation, carpet, building compounds)]*

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.

A checklist developed by EPA is used. Walkthrough inspections are combined with the other building systems evaluations to form a ‘super walkthrough inspection’.

IAQ issues identified during the walkthrough inspections are addressed by the IAQ Team, Coordinator, or consultant. This is described in the ‘Plan to Address Identified Issues’ Section 4

Copies of the walkthrough checklists are kept with the IAQ Plan in *[Attachment X]*.

8. PLAN TO ADDRESS IDENTIFIED ISSUES

During the walkthrough inspections and building systems evaluations, IAQ Team, IAQ Coordinator, or consultant identifies IAQ problems and issues. The issues are prioritized from most important to least important and tracked in the ‘Plan to Address Identified Issues Table’ located in Attachment 3.

Issues are categorized and addressed through one or more the following methods:

1. Completing one-time repairs (immediate or near future actions).
2. Scheduling and executing mid to long- term projects.
3. Identifying deferred maintenance items that may be addressed if/when funding is available.
4. Adopting new policies and practices as part of the IAQ Plan annual review.

This plan has an implementation schedule that describes the timeline to remediate known IAQ issues. The plan also assigns an individual who is responsible for completing the task or overseeing the work. After completion of building systems evaluations and walkthrough inspections, the IAQ Plan is updated every year to address identified issues. Responses to staff concerns and complaints are also maintained [*separately or under this ‘Plan to Address Identified Issues Table’*].

9. MERCURY

Mercury can affect the brain and nervous system. It may be found in areas where previous spills occurred, in certain building materials, in certain instruments, and stored in old containers. Goshen Community Schools no longer purchases mercury containing instruments (such as thermometers, barometers, and the like). This prohibition does not apply to light bulbs or thermostats for heating, ventilation, and air conditioning.

School staff have evaluated all buildings for the presence of mercury containing chemicals, instruments, or materials, and have not found any items or found items which were disposed as hazardous waste. No mercury was found or identified mercury contamination or items were safely removed in compliance with hazardous substance regulations.

While mercury is prohibited in our schools, in the unlikely event that mercury is brought to school, school staff are prepared to respond to a mercury spill. In the event of a spill, school staff will follow IDOE guidance. Students will be removed from the affected area, which will then be isolated from the rest of the building. Mercury spill clean-up kits are present and will be used for small spills (one thermometer or less). In larger spills, school staff will contact local authorities.

10. TOBACCO & E-CIGARETTE BAN

Tobacco smoking, chewing or ingestion is prohibited in all school facilities and vehicles. In addition, the use of e-cigarettes is prohibited in any building owned or operated by a school district. The lighting of tobacco by an adult as a part of a traditional Indian spiritual or cultural ceremony is the only exemption to these prohibitions in schools. While this law does not apply to outdoor smoking, the school district has also banned smoking on school grounds.

11. ASBESTOS

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. Airborne asbestos fibers pose an increased health risk for mesothelioma, lung cancer, and asbestosis.

In compliance with federal law, Goshen Community Schools has developed and maintains an Asbestos Hazard Emergency Response Act (AHERA) Management Plan. This plan reduces the likelihood of exposure to asbestos. Asbestos containing materials are regularly inspected. Removal is done safely, following applicable state and federal laws. The AHERA plan is available for review and located in *[school office]*. Parent, teacher, and employee organizations are notified yearly about the AHERA Plan by *[state medium]*.

12. LEAD

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. Goshen Community Schools has determined the areas that have lead paint. When renovation that disturbs this paint is conducted, lead-safe work practices are employed that minimize the exposure of building occupants to airborne lead-based paint particles. In addition, the Goshen Community Schools complies with the federal (TSCA Section 402c3) lead renovation, renovation and painting rule (RRP), which applies to rooms used by children under the age of six. When work that disturbs paint is being planned in these areas, the school will determine whether the paint contains lead. Specific work-practices will be employed to prevent lead contamination of the building, as specified in federal regulations.

Additional information about the lead policy and compliance with RRP can be found in <https://www.in.gov/isdh/25068.htm>.

13. INTEGRATED PEST MANAGEMENT

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

The school strives to minimize pesticide use and utilize non-chemical options where feasible. Individuals that apply certain pesticides must be properly licensed by the Minnesota Department of Agriculture. Goshen Community Schools contracts with RS pest management company and stipulates in its contract with the company that proper licensing is maintained. Pesticides are only applied indoors during unoccupied times and with fresh air supply air set to 100 percent outdoor air, unless pesticides have been recently applied by the air intake.

Parents and staff are notified about the application of certain pesticides by September 15 of each school year. General notification occurs through *[state method, e.g. making available in school office, annual newsletter, etc.]*. Individual notification is also provided, when requested by a parent or staff. Goshen Community School notice and associated policies is located in. Copies of individual notification are kept for six years, filed in *[state location]*

To prevent pest problems, eating in classrooms is restricted as follows:

- a. no snacking or one snack time per day;
- b. no lunch brought back to classrooms;
- c. no food stored in classrooms or food stored in sealed hard plastic or metal containers;
- d. one party per month that includes food

14. SCHOOL BUS IDLING

To reduce exposure to combustion by-products from diesel school buses, Goshen Community Schools has adopted a policy to limit the amount of bus idling and the proximity of buses to school air intakes. School bus idling zones are located 100 Feet away from building entrances and fresh air intakes, where possible. If this location is deemed to be unsafe, the location can be moved, but must first be discussed with and justified by the health and safety committee. In addition, idling is never permitted (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. Buses do not park in a line, to limit intake of tailpipe emission from one bus to another. Bus drivers are educated about this policy when hired, and refresher training is conducted every year and when hired

15. RADON

Radon is a naturally occurring gas that can enter any building from the underlying soil. In some cases, radon can build-up in classrooms, which may increase occupants' risk for developing lung cancer. While radon testing is not required, Goshen Community Schools has elected to test.

If short term testing is chosen, testing is conducted on school days only (not holidays, vacations or weekends), between November 1 and March 31. If long term testing is chosen, testing is conducted in a manner where at least half the test duration includes days between November 1 and March 31. Certified radon testing devices are used, as listed by either the National Radon Proficiency Program (NRPP) or the National Radon Safety Board (NRSB). All frequently occupied rooms are tested, including rooms with ground contact and rooms immediately above unoccupied spaces that are in contact with the ground, such as crawl spaces and tunnels. If necessary, follow-up testing is completed in all frequently-occupied rooms that have radon ≥ 4 pCi/L. Corrective measures are taken in frequently-occupied rooms that have radon ≥ 4 pCi/L following Environmental Protection Agency (EPA) guidelines described in 'Reducing Radon in Schools: A Team Approach.' Re-testing is completed after corrective measures that reduce radon levels.

Further information, including radon test results and mitigation conducted in district buildings can be found in [*state the location*].

16. COMMUNICATION

Communication is a critical element to successfully manage IAQ. The IAQ Coordinator and other district authorities try to limit misinformation and confusion through the use of effective communication. The IAQ Coordinator and other district employees communicate with relevant

parties in a prompt, courteous, and consistent manner until the issue is resolved to the greatest extent possible. It is the goal of **Goshen** Community Schools to develop and maintain the trust of the community and staff.

The IAQ Coordinator is:

1. able to answer basic questions from parents:
 - a. where parents can find answer to their IAQ questions and concerns;
 - b. where parents obtain checklists and self-help information to evaluate their child's out-of-school situation
 - c. how parents can access information about the school; and
 - d. what parents can do—parents can effect change.
2. authorized to respond to parents and local complaints as well as problems and complaints forwarded by state agencies.

In addition, the IAQ Team and Coordinator inform parents and staff annually about the following.

1. The IAQ Plan and how to view the Plan upon request.
2. How to report IAQ concerns.
3. How to contact the IAQ Coordinator.

The IAQ Coordinator is prepared to answer parents' basic questions, as described under the 'IAQ Coordinator' policy. A list of checklists and other 'self-help' information, which parents can use to evaluate IAQ at home, can be found in Attachment 4. This information is provided to parents to complement efforts to evaluate possible problems in the school and is not intended to divert attention from the school.

In the unlikely event of an IAQ emergency, the district will strive to accommodate the needs of students, parents, and staff. The media will be alerted when it is necessary to provide information to a broader audience. Every effort will be made to share appropriate information as soon as it becomes available to the school district.

17. CONCERNS

Goshen Community Schools encourages the reporting of IAQ concerns, regardless of how trivial the issue may seem. The prompt reporting and resolution of IAQ issues has the potential to prevent serious problems from developing, which should prevent potential health effects, discomfort, and unnecessary costs. This makes the investigation of all reported concerns worthwhile.

The IAQ Coordinator May require concerned individuals report their IAQ concern in writing. A written description of the concern should reduce misunderstanding and create a history that can be referred to at a future date. The 'IAQ Concern Reporting Form', located in Attachment 2, is made available to staff and parents. This form should be completed and sent to the IAQ Coordinator to initiate an official IAQ concern reporting process.

The IAQ Coordinator investigates the concern and the ‘IAQ Concern Reporting Form’. The IAQ Coordinator documents findings and any changes implemented. The IAQ Coordinator reports the measures taken and the resolution of the identified concern to the appropriate parties. This will ensure that all interested parties know what action(s) have been taken. Where possible, the resolution of the issue, to the satisfaction of the concerned individual, is also documented.

If the problem cannot be identified or persists despite the school staff’s efforts to identify and remediate it, the IAQ Coordinator discusses the matter with the appropriate school official(s) in order to determine whether a contracted service provider is needed. When the problem requires a policy change or significant resources, the IAQ Coordinator discusses specific policy changes or needed resources with the IAQ Team, health and safety committee, superintendent, business manager, school board and any other parties noted in this document.

Completed IAQ concern forms and associated documents are stored in [*state location, such as Attachment 2*]. Information collected is processed and stored according to data practices policies. Findings and changes associated with reported concerns are reviewed during the annual review, or sooner if needed, to determine whether changes to the IAQ Plan are warranted.

18. PREVENTIVE MAINTENANCE AND OPERATIONS

Preventive maintenance means the routine inspection, cleaning, adjustment, and repair of building structures and systems, including the heating, ventilating, and air conditioning system (HVAC), local exhaust ventilation, and flooring. Preventive maintenance plays a major role in maintaining the quality of air, by assuring that the building systems are operating effectively and efficiently. Moreover, it helps to maintain a comfortable temperature and humidity in occupied spaces.

Goshen Community Schools preventive maintenance schedules for each building are in [*see Attachment 1 for example schedule, which needs editing for each specific building*]. It describes the building and ventilation components that are inspected and maintained on a routine basis. The schedule was established using the experience with maintenance professionals, the availability of resources, and technical guides, including the manufacturer’s specifications. The person performing the preventive maintenance follows the checklist strictly, and the monitors its completion. All records of completed preventive maintenance are kept in the building engineer filing cabinet.

To the extent possible, school officials try to maintain the school buildings according to the American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) recommended parameters described in standards 55 and 62. If the current parameters cannot be met, school staff make ventilation adjustments that provide a fresh air delivery, temperature, and humidity level that are as close as possible to the 2020 ASHRAE standard.

19. TRAINING

All district employees play an important role in maintaining and improving air quality. Staff behaviors can affect air quality in a room and specific staff need to be aware of policies. An informed employee is more likely to take steps to maintain good air quality. In addition, an employee with an understanding of IAQ is more likely to report IAQ concerns quickly and accurately. For these reasons, the Goshen Community Schools staff are educated about IAQ.

Goshen Community Schools performs an annual IAQ training session of all staff, as part of the *employee right to know and are held at the beginning of the school year*. The IAQ Coordinator performs the training.

In addition to the general training, specific staff receive training on policies and procedures related to their rooms or jobs.

1. Teachers: animals, food, plants, furniture, clutter, chemicals, air movement/unit ventilators, sensitive students
2. Bus drivers: idling
3. Custodians: cleaning, moisture, chemicals, problem identification and reporting
4. Grounds: pesticides, chemicals, grass clippings away from unit vents
5. Facilities staff: ventilation, operations, maintenance, moisture

20. RENOVATION

The Goshen Community Schools considers IAQ when planning construction and renovation projects. The IAQ Coordinator, IAQ Team, superintendent and school board discuss major structural changes that may impact IAQ. Proposed renovations are evaluated in relation to the school's history of IAQ findings and concerns reported. In addition, the presence of lead, asbestos, PCBs, and other possible hazards are evaluated prior to renovation, and school staff comply with relevant regulations. *see Asbestos and Lead Sections*.

To the extent possible, major renovations are performed when school is not in session. If renovation projects must be performed while school is in session, the return air from any area being renovated is isolated from the main ventilation system. Other engineering controls, such as plastic sheeting and local exhaust ventilation, may be used to contain and minimize the distribution of dust and other contaminants produced by construction activities. Cleaning operations are more frequent during and after renovation. The use of environmentally preferable building materials and products are specified in renovation and construction projects, where cost and quality are similar to conventional materials, such as EPA Safer Choice, Green Guard, Green Seal, Carpet and Rug Institute Green Label, and ANSI 208 certified

The design and construction of school buildings considers various factors that impact IAQ such as:

1. Site selection (such as water drainage issues)

2. An environmental assessment of the site (such as water table level)
3. External contaminants from neighboring sites (such as farming or industrial activities)
4. Possible radon entry and use of radon resistant construction
5. Building design factors that promote good IAQ and prevent moisture intrusion
6. Internal contaminant sources (such as asbestos or lead-based paint)
7. Space allocation (such as accessibility to HVAC areas or proper storage of chemicals)
8. Building materials and furnishing (such as selecting those that release low levels of gases, are not porous, easy to maintain, and store well)
9. HVAC system design that could affect IAQ, such as air intake and distribution, filters, coil, drain pans, ducts, positive building pressure, ducting of return air, adequate exhaust systems, comfort, humidity, air diffusers

21. MICROBIAL PREVENTION AND REMOVAL

Microbial organisms, such as mold and bacteria, can cause illness (including allergies, asthma, and respiratory symptoms), costly damage, and discomfort. Microbes need moisture, a food source (such as drywall) and other conditions to grow. Moisture control is emphasized to prevent and manage microbial growth, because it is the easiest way to control microbial growth.

Goshen Community School officials pay close attention to water intrusion and microbial growth during the walkthrough inspections, buildings systems evaluations, preventive maintenance activities, and the investigation of reported concerns. The maintenance staff have received basic training about identifying moisture problems. School staff are expected to address problems in a prompt manner.

Large flooding events are handled by Terry's Carpet Cleaning. This company can respond to water problems at any time, and will be contacted as soon as possible to initiate restoration, drying, and cleaning.

Materials damaged by water are replaced when possible (e.g., ceiling tiles, boxes, books). Materials that cannot be replaced and must be kept (e.g., carpets, sheet rock, insulation, structural lumber, etc.) are dried, preferably within 24 hours, but no later than 48 hours. Porous materials that remain wet longer or items wetted with dirty water are evaluated on a case-by-case basis, but these are usually replaced.

Materials contaminated with microbial growth are promptly cleaned or replaced. Microbial growth is removed from non-porous and semi-porous surfaces (solid wood, concrete, metal, etc.) by cleaning with a detergent, followed by application of diluted bleach or other antimicrobial, where necessary, and then thorough drying. Porous materials that have mold growth are typically replaced.

Microbial or moisture problems that are difficult to identify or remediate are contracted to a professional. Goshen Community Schools has contracted with *[company name]* to investigate

mold and moisture problems. Large mold clean-up project is handled by *[company name]*. Large-scale remediation projects also follow the ‘Renovation and Construction’ policy.

Containment and personal protection measures may be necessary where microbial growth is present or suspected. Goshen Community Schools follows guidelines from IDOE, when work is done by school staff or a contracted service.

22. ANIMALS IN SCHOOL BUILDINGS

Animals can be a source of allergens that cause allergy and asthma symptoms, microorganisms that can cause infectious diseases, and bites or stings. Goshen Community Schools has adopted an animal policy that strives to minimize animal-related health problems while recognizing the positive educational role animals can have in schools.

Information gathered from walkthrough inspections, building systems evaluations, IAQ concern reports, and staff meetings is used to create and update this policy. Specific types of animals will be restricted if a valid concern is expressed by staff, students or parents. Goshen Community Schools reserves the right to ban 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 the building principal **and** nurse to ensure children’s allergies are accounted for. If a known 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 companion animals, which are permitted in the school building. 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, furry or feathered animals.

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 allergy or asthma 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 in order to minimize the transfer of allergens to and soiling of the carpets. Finally, animals should be kept away from air supply and return vents.

24. CLEANING AND CHEMICALS

Regular and thorough cleaning is an important means for the removal of air pollutant sources; however, the cleaning products themselves release chemicals into the air. Keeping flooring and

furniture clean can help to minimize dust, allergens, and the likelihood of mold growth (if the flooring becomes wet).

To ensure that cleaning practices remove pollutant sources while using cleaning products appropriately, cleaning the following standards have been adopted.

1. Custodial cleaning products are stored in a secure area. All bottles must be clearly labeled. Bottles of cleaning agents must be closed tightly when stored. Products are stored in rooms with local exhaust ventilation.
2. Environmentally preferable ('green') products are used, such as Green Seal certified, EPA Safer Choice or equivalent products, where cost and performance are comparable to conventional cleaning products.
3. Art supplies that are non-toxic under the Arts and Crafts Materials Institute (D4236) standard are used.
4. HEPA-filtered vacuum cleaners are used to clean carpeting and entry mats.
5. Microfiber cloths are used to clean hard floors and smooth surfaces.
6. Teachers and other staff are provided a green cleaner for spot cleaning. Staff are not permitted to bring cleaning products from home.
7. Teachers and other staff are encouraged to minimize clutter, to ensure rooms are easier to clean and to minimize dust collecting surfaces.
8. All material safety data sheets are stored in an area available to all staff, and the location of this information is discussed in the district's 'Employee Right to Know' annual training.
9. Most cleaning and other maintenance is completed during unoccupied hours. Most routine cleaning is performed after school.
10. The building and rooms are maintained at reasonable cleanliness. Each building's operations and maintenance schedule specify the cleaning and maintenance schedule for flooring, entry mats, and furnishings, and these schedules can be found in Attachment 1.

25. FLOORING AND FURNISHING

New flooring and furniture will emit volatile organic compounds, which may irritate people's airways. Older furniture and flooring accumulate dust and allergens, which can be released into the air from time to time. If porous flooring or furniture becomes wet, they can develop mold growth.

When performing building evaluations, walkthrough inspections, and reviewing concern reports, the condition of flooring and furnishings is evaluated. Where persistent problems are found, the flooring or furniture is replaced, preferably with low-maintenance and smooth surfaced flooring and furniture.

Flooring and furniture are cleaned according to the operations and maintenance schedule. Carpets are vacuumed and hard flooring mopped regularly. In addition, carpet extraction cleaning is conducted, and hard flooring is refinished every **[X]** months. Carpeting is not cleaned during summer months unless the carpet can be dried within 24 hours. After extraction cleaning, carpeting is dried with ***[describe method(s): floor fans, dehumidifiers, continuous operation of***

the ventilation system, opening window if outdoor air is dry]. Hard flooring is re-finished during the summer using environmentally preferable products.

Carpets will be phased out throughout or in certain parts of school buildings. Heavy traffic areas, hallways, building entrances, science laboratories, bathrooms, art rooms, areas where food is eaten, and shop rooms will not have carpeting, and hard flooring will replace any existing carpets

When purchasing flooring and furniture, Goshen Community Schools prefers environmentally preferable products, such as Green Guard or Green Label products. All purchased flooring must be free of mercury. Staff are not allowed to bring personal furniture or area rugs to school. Goshen Community Schools approves and purchases furniture that is used on school property. Installations of flooring and furniture follow the ‘Construction and Renovation’ policy.

26. OUTDOOR AIR POLLUTION

Outdoor air pollution, from nearby agriculture and industry, or general pollution related to fires or vehicles, may impact school occupants’ health and comfort. Pollutants such as fine particulate matter, ozone, and odors can become a problem intermittently.

The IAQ Coordinator tracks the daily air quality index, and when air quality is poor, steps may be taken to limit outdoor activities and monitor individual susceptible children. In addition, higher efficiency filters [*MERV X*] have been installed in the HVAC systems to filter particle pollution. The school buildings are operated at positive pressure to limit the infiltration of outdoor air pollution, and this pressurization is checked periodically during [*ventilation balancing conducted every X year*].

27. PLANTS

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, Goshen Community Schools 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 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, ventilators, or other locations where accidental over-watering can cause problems. Plants that develop mold (on leaves, on soil, or pot) must be removed.

28. EMERGENCY RESPONSE

Emergencies are defined as situations that require immediate action. IAQ-related emergencies include situations that are potentially life threatening, such as the following:

1. widespread and sudden complaints of headaches and nausea or combustion odors
2. diagnosed Legionnaire's disease or tuberculosis
3. liquid spills (e.g., mercury) or gaseous leaks (e.g., pool chlorine) of hazardous materials.

In addition, emergencies include situations where there is limited time available to prevent serious property damage or health problems, such as major flooding.

Emergencies are determined on a case-by-case basis, using the above definition as a general guideline only. If doubt exists about whether exposure to a specific hazard constitutes an emergency, a precautionary approach may be used where the matter is handled as an emergency. Non-emergency situations are addressed according to the 'Concerns' policy.

Details of the Goshen Community Schools emergency preparedness and response plan can be found in *[state location]*.