

WESTBOROUGH PUBLIC SCHOOLS

WESTBOROUGH, MA 01581

508-836-7702

HEALTH & SAFETY PROGRAM MANUAL

1. OVERVIEW	PAGE 2
2. BACKGROUND INFORMATION REGARDING INDOOR AIR QUALITY	
A WHAT IS INDOOR AIR QUALITY	PAGE 3
B WHAT ARE THE ORIGINS OF IAQ PROBLEMS	PAGE 5
C HOW DOES POOR IAQ AFFECT BUILDING OCCUPANTS	PAGE 6
D HOW TO RECOGNIZE IAQ RELATED ILLNESSES	PAGE 7
E WHAT FACTORS CONTROL IAQ	PAGE 8
F WHAT YOU CAN DO TO HELP MAINTAIN GOOD IAQ	PAGE 10
3. WESTBOROUGH PUBLIC SCHOOLS HEALTH & SAFETY PLAN	
G ASBESTOS AND RADON	PAGE 11
H INTEGRATED PEST MANAGEMENT PLAN	PAGE 12
I MAINTENANCE AND HOUSEKEEPING	PAGE 14
J RENOVATION	PAGE 16
K HAZARDOUS MATERIALS	PAGE 17
L HEALTH AND SAFETY TEAMS	PAGE 18
M REPORTING AND RESPONSE PROCEDURE	PAGE 19
N EMERGENCY RESPONSE PLAN	PAGE 20
O INSPECTION PROGRAM	PAGE 21

TABS

1. INTEGRATED PEST MANAGEMENT PLAN
2. BUILDING MAINTENANCE
3. GUIDELINES FOR IAQ AND RENOVATION/CONSTRUCTION
4. RIGHT TO KNOW BULLETIN
5. MAINTENANCE WORK ORDER / REQUEST FOR INVESTIGATION
6. SYMPTOM REPORT FORM
7. EMERGENCY RESPONSE PLAN
8. SCHOOL HEALTH AND SAFETY TEAM
 - a. CLASSROOM CHECKLIST
 - b. MAINTENANCE CHECKLIST
 - c. HEALTH & SAFETY TEAM INTERIOR CHECKLIST
 - d. HEALTH & SAFETY TEAM EXTERIOR CHECKLIST
 - e. HEALTH & SAFETY TEAM ROLES AND RESPONSIBILITIES
 - f. HEALTH & SAFETY TEAM WORK SCHEDULE
 - g. DIRECTIONS FOR THE ANNUAL REPORT
 - h. ANNUAL FALL REPORT TEMPLATE
 - i. SPRING SUMMARY REPORT TEMPLATE

1. OVERVIEW OF HEALTH & SAFETY MANUAL

INTRODUCTION

The primary objective of the Westborough Public Schools Health & Safety (H&S) program is to maintain a healthy environment for staff and students. To achieve this objective, this manual will:

- Define school committee, central administration, building administration and staff responsibilities;
- Describe a protocol for appropriate communications regarding health & safety issues;
- Provide a brief description of building systems that affect indoor air quality;
- Describe routine maintenance and monitoring procedures designed to maintain building health & safety; and
- Describe training and record keeping requirements.

GENERAL POLICY

The Westborough School District is committed to providing a healthy environment for its staff and students. To these ends, the Westborough Public Schools will:

- Implement a rigorous inspection and preventative maintenance program.
- Provide effective communications between central administration, school administration, staff, students and parents relevant to this manual, investigations conducted and remediation efforts implemented.
- Maintain all building systems and structural elements in good repair.
- Involve building occupants in all decisions that affect their health and safety.
- Investigate building occupant health & safety complaints in a timely fashion.
- Comply with recommended practices regarding health & safety and the condition, maintenance and operation of its school buildings.
- Ensure that individual building-based health & safety teams are maintained to manage this program in all Westborough schools.

COMMUNICATIONS

Open communications between central and building administration, maintenance and custodial staff, building occupants and parents regarding health & safety concerns are most critical to maintaining good school community relationships. Central and building administrations have the responsibility to generate factual and timely responses regarding IAQ complaints. All questions regarding IAQ concerns should be directed immediately to building administration for further dissemination as appropriate.

2. BACKGROUND INFORMATION REGARDING INDOOR AIR QUALITY

A. WHAT IS INDOOR AIR QUALITY?

Each day an average adult inhales and exhales between 30 and 50 pounds of air. Under ideal conditions, this air is composed largely of nitrogen and oxygen, with a couple hundred parts per million of carbon dioxide, a small amount of water vapor (depending on the temperature), some dust, some organic matter such as pollen, and very little else. In modern industrial society, this ideal is rarely achieved.

Perhaps surprisingly, temperature and water content significantly affect the quality of the air we breathe. They affect how comfortable we feel and our perception of the quality of the air we are breathing. They also affect contaminant levels. Carbon dioxide, though a normal component of air, is also an important factor in air quality. Higher than normal levels of carbon dioxide are associated with closed spaces with poor ventilation occupied by too many people. Elevated levels of carbon dioxide contribute to the feeling that a room is stuffy or that the air is stale, and can cause sleepiness, loss of attention, discomfort and other problems. Seriously elevated levels of carbon dioxide can be toxic.

Air quality also is affected by the presence of foreign substances. In the outdoor environment, these substances are called pollutants. We do not usually think of indoor air as being polluted and yet studies conducted by the Environmental Protection Agency (“EPA”) have indicated that indoor pollution, on average, may be two to three times higher than outdoor pollution. Since we spend most of our time indoors, this fact takes on added weight.

Indoor pollutants range from toxic chemicals to dust, mold and bacteria. Indoor pollutants also include the various trace compounds that we perceive as bad smells. Some of these substances are frequently present in small quantities and have very few, if any, effects at those levels on most people, while small quantities of other pollutants are almost always harmful. Some molds and bacteria are harmless, while others such as the bacteria responsible for Legionnaire’s disease can be quite dangerous. Our understanding of the effects of these substances on human health varies. The effects of some, such as benzene, are very well studied. Others have received far less attention.

What then is indoor air quality (“IAQ”)? You might say it is a measure of how closely the air in a building approaches the ideal. Or you might say it is a measure of whether the air in a building provides a healthy, comfortable environment for the building’s occupants. The standards for IAQ are developing as knowledge is gained about how deviations from the ideal affect different populations. About some things our knowledge is sure: no level of mercury vapor is acceptable. However, with regard to many other things that influence IAQ, unequivocal standards for all populations and situations are probably an unobtainable goal. For these reasons, we need to be guided by the current recommended practices for the population that occupies a building and to err on the side of safety.

B. WHAT ARE THE ORIGINS OF IAQ PROBLEMS?

One of the prime causes of IAQ problems is the lack of fresh outdoor air. Human beings change the character of the air they breathe; they convert oxygen into carbon dioxide, and add moisture and a variety of low-level contaminants. Fresh air is needed to readjust the balance between oxygen and carbon dioxide and to bring the air back to its unaffected state. In addition to the changes wrought by human beings, a building, its building materials, its systems and its contents add contaminants to the indoor air. These include everything from dust and bacteria to vapors from cleaners and copying machines. Adding fresh air prevents the build-up of these contaminants. Finally, fresh air provides a resource for controlling the temperature and humidity in the building, which as we have noted is a major component of the perception of IAQ. The current Mass. Building Code calls for a supply of 15 cubic feet of fresh outdoor air per minute for each person in a classroom. Other rooms in a school building may require additional fresh air, depending upon the activities that take place in the room. Ideally, an HVAC system would adjust to changed conditions and insure this much fresh air or ventilation at all times and operates after hours to effectively remove all contaminants from the indoor air before the building is reoccupied.

For many contaminants, fresh air is not a solution in and of itself. These contaminants present a direct threat to human health and should be eliminated rather than diluted. They include harmful or toxic chemicals such as carbon monoxide, volatile organic compounds or VOCs, ozone, radon, solvents, formaldehyde, pesticides, etc. They derive from a wide variety of sources: improperly operating furnaces, bathrooms, chemical use and storage, copying machines and the like, cleaning and housekeeping supplies, spills, entrained fumes, food, animals, new furniture and rugs, construction and painting.

High levels of bacteria and fungi, which often result from standing water and wet building materials, are also serious IAQ contaminants. Many experts believe that water intrusion is the biggest cause of IAQ problems. Our noses are one of the best indicators of the presence of fungi. We are able to smell very small quantities of the gases the fungi produce through their normal metabolism. The odor is the smell we associate with damp basements.

Finally, the presence of high levels of particulates, like dust and fibers, can seriously degrade IAQ. Some of these contaminants are respiratory irritants, others, such as asbestos, can cause specific illnesses. High levels of dust and other particulates often indicate inadequate housekeeping. High levels of asbestos indicate a source of contamination that should either be stabilized or removed.

C. HOW DOES POOR IAQ AFFECT BUILDING OCCUPANTS?

The first and most widespread effect of poor IAQ is discomfort. Discomfort is the canary's warning of potentially greater problems. But discomfort by itself should not be underrated. Discomfort reduces both efficiency and morale. Abnormally high humidity or low humidity, improper temperature control, dustiness, smells, and low level contaminants all can cause discomfort and fatigue in many people even when they do not produce any lasting health effects in most people. Most people have experienced becoming sleepy in a hot stuffy room or developing a headache because of a particular smell. Some people are more sensitive than others. The discomfort they feel around materials that others simply find annoying, like the smell of cleaning materials, can be disabling.

Poor IAQ can also cause illness. Not everyone is affected in the same way by poor IAQ. Some people are more susceptible because of existing health conditions, such as asthma. Respiratory irritants and allergens can have debilitating effects on people with compromised respiratory systems. Long-term exposure to radon or asbestos can cause cancer. Exposure to certain chemicals such as benzene can result in neurological and liver damage. Respiratory problems, including asthma and upper respiratory infections, may be brought on by repeated exposure to fungi or contaminants such as VOCs. Some people easily weather physical insults that produce serious illnesses in others. Our schools, however, need to be designed and maintained so that everyone, children and adults, can function effectively and healthily in them.

D. HOW TO RECOGNIZE IAQ RELATED ILLNESSES

The first thing to pay attention to is discomfort. Discomfort can be a sign of conditions that may, over time, result in illness or some other impairment. It is important to use the resources identified in this manual for locating the source of the problem and resolving it. Even where discomfort is not a direct health threat, it can reduce your effectiveness and your satisfaction with your job.

IAQ related illnesses can be identified as such only by a physician. However, a first sign that poor IAQ may be related to health problems is if those health problems go away on weekends and vacations.

Steps to take if you suspect your health may be affected:

1. Help to identify the source of the problem and involve the school in its remediation through the procedure identified in section X.
2. File an accident report for each incident.
3. See a doctor and follow his or her recommendations. Describe the conditions that you suspect may be contributing to your problem and provide your doctor with any reports or information about the school building which may shed light on your symptoms. Ask your physician to determine if your symptoms may be related to IAQ or derive from some other source.

E. WHAT FACTORS CONTROL IAQ?

The most important factors determining IAQ are building design, operation and maintenance. These elements control the source, capture and elimination of contaminants, together with the availability of fresh air.

A. The HVAC Systems – design, operation and maintenance

The HVAC system controls the building's temperature and humidity, its supply of fresh air, the filtration of re-circulated air, and the exhaust and dilution of contaminants. If not properly designed, maintained and cleaned, an HVAC system may itself become a source of problems: Its coils, filters, and its ducts may become a repository for dust, bacteria and mold (which can thrive on the moist dusty environment within the HVAC system or in the drip pans and coils), and, in the worst cases, pests and their droppings. Under the worst conditions, the HVAC system becomes both the source of contaminants and means for distributing those contaminants throughout the building.

The sound proofing and insulation of the HVAC duct system, if not properly sealed, may become a source of fibers, including fiberglass, in the air.

Inappropriately located intakes (e.g. at the loading dock, over sewer grates, near ponding on the roof, near a parking lot, too close to shrubbery) may suck fumes and other contaminants into the building.

If the HVAC system is not operated at a high enough exchange rate or for too few hours, it will not be able to compensate for the occupants' activities or to adequately purge the building after the occupants leave.

B. Integrity of building envelope, i.e. does the building leak?

C. Siting of the building.

Depending on water levels at the site, the presence of springs, and run-off patterns, the siting of a building can have an effect on the moisture impinging on and infiltrating into the building. These problems may require improved drainage and building waterproofing. Some buildings have been built on contaminated soil or fill that continues to off-gas after construction. Where these problems exist, it may be necessary to install a gas-tight underground envelope and to vent basements and crawl spaces.

D. Lack of moisture control in basements and foundations. The use of spaces that were not originally designed to be occupied without installing adequate moisture protection.

E. Building materials: rugs, plaster and other materials that either out-gas or encourage fungal and bacterial growth

F. General maintenance and cleanliness, including:

- Regular cleaning of all rooms and halls.

- The prevention of accumulation of mud and water especially in the winter, through the use, cleaning and rotation of appropriate entry mats systems.
- Regular cleaning and maintenance of the HVAC systems.
- Regular inventory and control of chemicals, cleaners, etc.
- Removal of unsanitary conditions such as wet or water damaged rugs, or ceiling tiles.
- Immediate and thorough attention to leaks.

G. Other elements affecting IAQ:

- Educational activities that generate contaminants (science labs, darkrooms, art rooms, cleaning materials, storage rooms)
- Animals in classrooms or labs
- Pest
- Radon
- Asbestos
- Dried out plumbing traps
- Lead paint

F. WHAT YOU CAN DO TO HELP MAINTAIN GOOD IAQ

Teachers and staff are the eyes and the ears of the schools. They are the first to know of building problems and health problems. Reporting these problems, so that they can be addressed, is crucial to maintaining IAQ.

To make an initial assessment of and to document conditions in your classroom or work area, you should use the EPA's Tools for Schools Teacher's Classroom Checklist, or Westborough Public Schools checklist found in Tab 8. Submit a Maintenance Request Order / Request for Inspection form to your building principal if there are issues to be addressed.

There are a number of additional steps teachers and staff can take to prevent IAQ problems from arising:

A. Food: It is best not to bring food into the classroom. However, if food is brought into the classroom, it should be in a sealed plastic and or metal container. It should be consumed on the day it is brought into the classroom.

B. Heaters, Fans, Beverage Makers, etc.: Electric equipment should not be brought into the school building without specific permission from the Facilities Manager to insure that it complies with regulatory requirements and will not produce contaminants.

C. Furniture and Rugs: These items should not be brought into the school building without specific permission from the Facilities Manager. In addition, furniture should be positioned so that it does not block ventilation intakes or exhausts.

D. Chemicals: It is particularly important that any chemical in the school building, including cleaners, disinfectants, paints, art supplies, etc. be monitored for safety and proper storage. This means that all chemicals should enter the school through the channels established by the school.

E. Animals: Animals are a source of many IAQ problems and should not be brought into the school building without specific permission from the school nurse and principal.

F. Personal care products: Try to minimize the use of fragrances or other personal care products that may be problematic for other building occupants.

G. Supplies, student work: Do not store any of these or similar items on unit ventilators, or in front of exhaust vents. Keep all intakes and exhausts clear from obstructions.

H, Plants and Cut Flowers: Plants and flowers are allowed with the permission of the school nurse and principal. Flowers should not stay in the building over weekends and vacation periods.

I. Ceilings: Any items hung from ceiling grids should not collect dust, block ventilation, or displace ceiling tiles. No items should be hung from light fixtures.

3. WESTBOROUGH PUBLIC SCHOOLS PLAN

G. ASBESTOS AND RADON MANAGEMENT

ASBESTOS

The Westborough Public Schools shall insure that each school complies with the Asbestos Hazard Emergency Response Act, 15 U.S.C. 2646 et seq. (“AHERA”), and the regulations promulgated thereunder, including 40 CFR Part 763 453 CMR 6.00ff. To that end, the Assistant Superintendent’s office shall maintain copies of the latest asbestos inspection for each school together with each school's current asbestos management plan and comply with AHERA’s annual notification requirements for employees and parents.

RADON

Copies of the most recent radon test conducted at each school shall be available at the office of the Assistant Superintendent together with a description of any remediation taken to reduce radon levels. Any school which has not been tested for radon shall be tested for radon within six months of occupancy. A school’s radon levels shall be retested if the school has experienced any major renovation or construction, or any change or repair has been made to its windows, foundations or basement, or if its HVAC system has been reconfigured.

H. INTEGRATED PEST MANAGEMENT PLAN

The Westborough Public Schools has adopted an integrated pest management plan (the “IPMP”). The IPMP complies with the requirements of the Massachusetts Pesticide Control Act (M. G.L. c. 132B) limiting the use of pesticides in schools (grades K – 12). This act contains the following requirements and mandates:

A. With certain limited exceptions, such as tamper resistant bait stations located in areas inaccessible to students, pesticides may not be used or applied indoors at schools while students are present.

B. At least two days prior to the use or application of pesticides, with certain limited exceptions, outside of a school, the administration of the school is required to provide a standard written notification to parents and guardians of the children who attend the school. Notices of the use or application also shall be posted in a common area at least two days before the application and for at least 72 hours after the application.

C. Pesticides may be applied in or around schools solely by or under the guidance of a certified or licensed applicator.

D. On or before November 1, 2001 (IS THIS STILL ACCURATE?), each school in the Commonwealth is required to adopt, implement and file with the Department of Food and Agriculture an integrated pest management plan defined as follows:

Integrated pest management, a comprehensive strategy of pest control whose major objective is to achieve desired levels of pest control in an environmentally responsible manner by combining multiple pest control measures to reduce the need for reliance on chemical pesticides; more specifically, a combination of pest controls which addresses conditions that support pests and may include, but is not limited to, the use of monitoring techniques to determine immediate and ongoing need for pest control, increased sanitation, physical barrier methods, the use of natural pest enemies and a judicious use of lowest risk pesticides when necessary.

(M.G.L. c. 132B, s. 2.)

E. A record of any and all pesticide applications at or around a school must be maintained for five years and be provided on request pursuant to the public records law.

F. Inspect the exterior of the school twice a year for openings through which animals and birds might gain entrance to the school and take appropriate remedial action where any such openings are located.

In addition, the IPMP requires the use of the least toxic compounds and methods effective for the purpose; limits pesticide purchases by each school to the amount authorized for use in that school during the year of the purchase, provides for the storage and disposal of all pesticides in accordance with the EPA-registered label directions and state regulations and in a manner that

will prevent students from having any access to the pesticides; and requires that pesticide applicators be familiar with and abide by the IPMP.

A copy of the Westborough Public Schools' IPMP, as filed with the Massachusetts Department of Food and Agriculture, is found in the maintenance log kept in each school office.

I. MAINTENANCE AND HOUSEKEEPING

The Director of Building and Grounds of the Westborough Public Schools will maintain a central repository for building documents for each school which will contain, at a minimum, the following documents:

- A. Current detailed plans of the buildings and their systems.
- B. As-built plans of the HVAC system and records of all modifications.
- C. Operations and maintenance manuals for the HVAC and all other systems.
- D. All testing, commissioning and balancing reports for the HVAC system including its subsidiary water and air systems.

The Westborough Public Schools will insure that each school institutes an HVAC maintenance program that, at a minimum, requires the general inspection and cleaning of the HVAC system, its ducts, vents, intakes, and other components at the beginning of each school year and again during the winter recess. Unit ventilators (Univents) will be vacuumed, their coils cleaned, and their motors lubricated annually, or as needed. Univent filters will be replaced with filters having the maximum efficiency that does not impair or impede air flow (e.g. pleated filters instead of furnace filters) every three months during the school year beginning just prior to the beginning of the school year. The Westborough Public Schools will insure that each school undertakes an annual inspection to insure that all air intakes in the HVAC system are open, operating and unobstructed and that no intake is situated so that it is likely to bring contaminants into the building from a loading dock, an exhaust vent, ponding, birds, shrubbery, idling motor vehicles or the like.

The Westborough Public Schools will insure that each school inspects its roofs, outside walls and foundations for water intrusion annually and takes immediate action to remedy any intrusion.

The Westborough Public Schools will insure that each school institutes a housekeeping plan and posts that plan in its main office. The housekeeping plan shall identify the housekeeping tasks that will be accomplished on a daily, weekly, monthly, quarterly and annual basis. Each plan, at a minimum, will incorporate the methodologies and tasks set out in the sections of the Building Maintenance Checklist for EPA's IAQ Tools For Schools (found in Tab 2) relating to Maintenance Supplies, Dust Control, Floor Cleaning, and Moisture Leaks and Spills and with the recommendation of state agencies and the Massachusetts Association of School Business Officials. In addition, each plan shall contain procedures for preventing the tracking of dirt and moisture into the school buildings especially during periods of rain or snow. Such procedures will include the provision of dry, clean mats at all entrances at all times and adequate cleaning measures near entrances.

The housekeeping plan will be reviewed annually by representatives of staff and administrators of each school for consistency with recommended practice.

The Westborough Public Schools will maintain High Efficiency Particulate filter vacuum cleaners and rug steam cleaning equipment in each of its school buildings.

Requests regarding maintenance issues that do not require immediate action will be made in accordance with the procedures outlined in Section N below. A person in each school will be designated to respond to emergency requests. Documentation of the request and the response for an emergency request shall comply with Section N.

J. RENOVATION

Renovation and construction in occupied buildings often result in serious IAQ problems. In order to prevent this result, the Westborough Public Schools will:

1. Whenever possible, not conduct renovation in an occupied school building.
2. As part of building plans and specifications for renovation and construction projects, develop, subject to the review of employee organizations representing building occupants, procedures and protocols for ensuring the health and safety of building occupants during the construction or renovation project.
3. For those renovation/construction projects that are conducted in an occupied building, comply with the guidelines issued by the Mass. Division of Occupational Safety (Dept. of Labor and Workforce Development). A copy of the Maintaining Indoor Environmental Quality is found in Tab 3.
4. Incorporate the guideline provisions established by section 3 (immediately above) in all construction specifications.

K. HAZARDOUS MATERIALS

The Westborough Public Schools will conduct an annual inventory (the “Inventory”) of toxic and hazardous materials and chemicals, including cleaning materials and supplies (the “Inventory Substances”); stored or maintained within each school building (DO WE DO THIS?). Each school’s Health and Safety Team will monitor the production of the Inventory (Do we do this?). The Inventory will identify amounts and locations for each Inventory Substance. A copy of the most current Inventory, together with Material Safety Data Sheets for each Inventory Substance, will be available in the office of the Director of Building and Grounds of the Westborough Public Schools. The Westborough Public Schools' policy is to minimize the risk presented by Inventory Substances. To that end, the Westborough Public Schools will insure, on an annual basis, that, in each school:

- A. Storage of the inventory substances complies with the latest edition of the Massachusetts Building Code;
- B. The inventory substances are the least harmful alternative for the purpose for which they are intended;
- C. The amount of each inventory substance present in the building is reduced to a minimum;
- D. Each inventory substance is stored in an appropriate sealed container and cabinet;
- E. Access to the inventory substances is limited to adults who have been adequately trained in their use.

The Westborough Public Schools will comply with chapter 111F of the General Laws of Massachusetts, Hazardous Substances Disclosures by Employers. This law insures that employees receive information and training about hazardous substances in the workplace. A bulletin prepared by the Massachusetts Department of Labor and Industries explaining the requirements of chapter 111F is found in Tab 4.

L. HEALTH AND SAFETY TEAMS

Each school will establish and maintain a Health & Safety Team composed of representatives of the school administration, staff, the maintenance staff, school nurse, and parents. The Health & Safety Team will monitor health and safety conditions in the school buildings and provide the administration with recommendations for maintaining a safe and healthy school environment. The Westborough Public Schools will provide the Health and Safety Team with any available building information the team requests and keep it informed about any building related health and safety issues. Health & Safety Team responsibilities, work schedule and report formats are located in Tab 8.

M. REPORTING AND RESPONSE PROCEDURE

In order to provide for the timely reporting of and response to IAQ and building problems, the Westborough Public Schools will institute the following reporting procedure in each school. Each teacher and staff member will be supplied with Maintenance Work Order / Request for Inspection Forms. (The form is found in Tab 5.) A Maintenance Work Order / Request For Inspection should be completed and forwarded to the building principal whenever a teacher or staff member notices a building problem, whether it is a lack of proper cleaning or a major maintenance discrepancy (e.g.: flooring hazard, water intrusion, wall integrity compromise, etc.) In emergencies, notice should be given to the school administration by the quickest means available.

Within five school days of receiving a Maintenance Work Order / Request for Inspection form, the building principal will inform the person submitting the report that the reported condition is being investigated and addressed. The Director of Buildings and Grounds shall also maintain copies of the Work Orders. Copies of blank Maintenance Work Orders / Requests for Inspection shall be available in the main office of each school building.

If the reported condition is not adequately remedied by the investigation or work done pursuant to the filing of a Maintenance Work Order / Request for Inspection, and if the employee has not already used the Teacher's Classroom Checklist, the employee may wish to conduct a follow-up assessment using the Teacher's Classroom Checklist, if appropriate, found in Tab 8.

In the case of an injury or other health problem, teachers and staff should also contact the school nurse and complete the Symptom Report Form found in Tab 6.

N. EMERGENCY RESPONSE PLAN

The Westborough Public Schools' Emergency Response Plan is found in Tab 7.

O. INSPECTION PROGRAM

The Westborough Public Schools recognizes that school buildings are among the most intensively used public buildings and that keeping them in good operating order requires a regular program of inspection. To that end, the Westborough Public Schools will establish an inspection program that subjects each school to an annual visual inspection and fire safety inspection. The annual visual inspection program will follow the checklists found in Tab 8.

TAB ONE –

Please See Integrated Pest Management Plan on file in School Office.

TAB TWO –

Visit: <http://www.epa.gov/iaq/schools/pdfs/kit/checklists/bldgmaintchklstbkgd.pdf>

TAB THREE –

Visit: <http://www.cdc.gov/niosh/topics/indoorenv/ConstructionIEQ.html>

TAB FOUR –

Visit: <http://www.safety.hubpages.com/hub/OSHA-Right-To-Know>

TAB FIVE -
MAINTENANCE REQUEST / REQUEST FOR INVESTIGATION

Staff Member _____ Date Submitted: _____

School _____ Room _____

Principal's signature & date received: _____

Description of requested maintenance work or complaint:

Report of initial investigation and action taken (to be completed and reported within 5 school days of the above date):

WORK COMPLETED: _____ YES _____ NO

Work Completed by: _____ Date Completed: _____

Further action required: _____

INVESTIGATED BY: _____ DATE: _____

Copy to : Staff Member,
Principal
Dir. of Buildings & Grounds
Maintenance Personnel

TAB SIX -

Symptom Report

Location and Time:

Date of report: _____ Time of incident: _____ Room number: _____

Area of school at onset: _____

Area prior to onset: _____

Nature of Concern:

Symptoms (check all that apply):

_____	irritated eyes	_____	sinus congestion
_____	headaches	_____	sinus infection
_____	light headedness	_____	nasal congestion
_____	throat irritation		

_____ other (describe): _____

Associated Environmental Factors:

To what do you attribute your symptoms?

_____	odors	_____	too hot	_____	mold		
_____	dust	_____	too cold	_____	moisture	_____	too much
_____	ventilation unit deficiency(describe):			_____		_____	too little

_____ other (describe): _____

Has a BUILDING CONDITION REPORT been filed? _____ Yes _____ No

General comments: _____

Name (optional): _____

TAB SEVEN -

EMERGENCY RESPONSE PLAN

In the event of a health & safety emergency (such as the release of a gas or chemical from a lab or a spill of cleaning supplies), your first responsibility is to the safety of the students and staff members in the area. In general, the following steps should be taken in such an emergency:

- move the students to another part of the building away from the incident;
- notify the office of the incident;
- do not return to the area or - except in an extreme emergency - evacuate the building until directed to do so by a building administrator or emergency personnel.

After being notified of the incident, school administrators will:

- direct maintenance or other appropriate staff to investigate the area;
- notify emergency personnel if necessary;
- notify the central administration for information and/or potential student dismissal reasons;
- not allow students or staff back into the area until it is safe to do so;
- coordinate the release of any appropriate information to parents and the public.

TAB EIGHT A - CLASSROOM CHECKLIST

Classroom Checklist

*** 1. Name**

*** 2. School**

High School
 Gibbons
 Mill Pond
 Armstrong
 Fales
 Hastings

*** 3. Room**

*** 4. Today's Date**

*** 5. What is the condition of the walls in your room?**

There are holes or cracks in the walls
 The paint is peeling or bubbling
 There are water stains or dirt on the walls
 There are gaps between the walls and ceiling or walls and floors
 Other
 I have no concerns about the walls

Please explain concerns checked above

***6. What is the condition of the floor in your room?**

- The floor has visible stains, is marred, scuffed or worn
- The floor is broken, chipped or tiles are lifting
- There are holes in the carpeting
- Other
- I have no concerns about the condition of the floor

Please explain any concerns checked above

***7. What is the condition of the ceiling in your room?**

- There are items hanging from the ceiling
- There are missing ceiling tiles
- There are stained ceiling tiles
- The ceiling is sagging
- Other
- I have no concerns about the ceiling

Please explain any concerns checked above

***8. What is the condition of the windows and doors in your room?**

- There is furniture or items placed closer than eighteen inches to the handle of the door.
- There are flammable items such as paper on or within five feet of the door(excluding egress plan)
- There are cracks or holes in the windowpanes/skylights
- There is condensation in the windowpanes/skylights
- The window frames have rust, corrosion or peeling paint
- The window(s) are designed to open and close but don't
- The window(s) is missing a screen or the screen is ripped or has holes
- The shades/blinds are not in good condition and need attention
- The doors and hardware are not in good condition
- The doors and hardware do not operate the way they should
- Other
- I have no concerns about the windows or doors

Please explain any concerns checked above

***9. What is the condition of the light fixtures and electrical devices in your room?**

- There are items hanging from the light fixtures
- There are missing lights in the room
- The lights are flickering
- I have issues with the electrical outlets in my room
- Other
- I have no concerns about the lighting/electrical in my room

Please explain any concerns checked above

*** 10. What is the condition of the HVAC unit?**

- There are items or furniture blocking or within three feet of the the unit vent and or exhaust unit.
- The univent (HVAC) is currently not operative
- The univent (HVAC) supply vent operates consistently during occupied hours
- The univent (HVAC) supply vent grilles are dirty
- The univent (HVAC) supply vent has water in it or rust under it
- The room is generally not comfortable (too hot, cold, stuffy, drafty, humid, etc.)
- The exhaust system on the univent (HVAC) unit is not working
- The exhaust system on the unit is too loud
- Other
- I have no concerns about the HVAC unit

Please explain any concerns checked above

*** 11. What is the condition of the plumbing in your room (if applicable)**

- The fixtures (sinks, toilets, faucets) are not cleaned regularly
- The sink does not drain adequately
- The sink leaks or there is an issue with the plumbing fixtures
- The storage area under the sink is wet or dirty
- The sink has an odor
- The toilet, if provided, operates properly
- Other
- I have no concerns about the plumbing issues in my room

Please explain any concerns checked above

*** 12. General classroom issues.**

- The room has pests (ants, bugs, etc)
- The room has unusual odors (musty, chemical, trash, etc)
- The storage areas and shelving are not in good condition
- Frequently there is dust on tables, desks, etc.
- The white boards and/or chalk trays are dirty
- I do not have soap and towels
- The noise level is inappropriate for the area's use
- The wastebaskets are not lined and emptied daily
- There are unauthorized or personal cleaning chemicals in the room
- The cleaning chemicals or supplies are not stored out of the reach of the children
- The room is not organized, instructional supplies are not stored in a way to accommodate custodial cleaning
- Clothing is not stored in cubbies, closets, etc.
- Food and snacks are not stored in sealed containers
- Items are stored within twenty four inches of the ceiling.
- Other
- I have no concerns about the general appearance of the room

Please explain any concerns checked above

*** 13. What are your concerns about the surrounding area?**

- The corridors, stairwells or other nearby areas are not clean
- The ventilation is not adequate in the corridors, stairwells or nearby areas
- There are unusual odors or stains that are not investigated promptly
- Other
- I have no concerns about the surrounding area

Please explain any concerns checked above

*** 14. What are your concerns about safety protocol/hazardous materials?**

- I do not know how to submit and check on the status of maintenance work orders
- I am not familiar with where Material Safety Data Sheets (MSDSs) are located for review
- I am not familiar with the school district's safety protocols
- I do not feel that appropriate student health information is communicated to teachers or staff as needed
- Not all potentially hazardous materials are labeled
- Not all chemical, paints, etc. are included in the current inventory
- Not all exhaust hoods, eye wash stations, emergency showers, fume hoods, etc. are in good working condition
- Not all hazardous materials are stored in approved fire-proof storage units
- Not all soiled towels, cleaning rags or protective clothing are cleaned frequently and stored properly
- There are items of furniture or chemicals that have NOT been removed from areas in which students have documented health problems
- Other
- I have no concerns about safety protocol/hazardous materials

Please explain any concerns checked above

TAB EIGHT B - MAINTENANCE CHECKLIST

SCHOOL: _____

DATE: _____

COMPLETED BY: _____

SYSTEM	DATE OF LAST MAJOR REPAIR	GENERAL CONDITION	SERVICE NEEDED BEYOND ROUTINE MAINTENANCE	WHEN NEEDED () YEARS
PART A: SITE				
ELECTRICAL				
GAS				
WATER				
STORM DRAINAGE				
SANITARY SYSTEMS				
PAVING				

NOTES:

PART B: EXTERIOR & STRUCTURAL				
ROOFING SYSTEMS				
EXTERIOR WALLS				
WALLS ABOVE ROOF				
WINDOWS				
SLABS				
BEARING WALLS				
BEAMS				

NOTES:

PART C: INTERIOR				
ELEC. DISTRIBUTION				
LIGHTING FIXTURES				
COMMUNICATIONS				
WATER DISTRIBUTION				
WASTE SYSTEMS				
PLUMBING FIXTURES				
WATER HEATERS				

HEATING PLANT				
HEATING PIPES				
VENTILATION SYSTEMS				
DUCTWORK				
AIR HANDLERS				
UNIVENTS				
EXHAUST SYSTEMS				
A / C SYSTEMS				
CONTROLS				
FIRE ALARM				
SMOKE DETECTION				
SPRINKLERS				
EMERG. LIGHTING				
ELEVATORS & LIFTS				

NOTES:

TAB EIGHT C - INTERIOR CHECKLIST

Common Area Interior Checklist

***1. Team Members**

- Principal
- School nurse
- Bldg. Grounds Supervisor
- Maint. team member
- Teacher team member
- Parent team member

***2. School**

- High School
- Gibbons
- Mill Pond
- Armstrong
- Fales
- Hastings

***3. Common Area**

***4. Today's Date**

***5. Common Area Walls**

- There are holes or cracks in the walls
- The paint is peeling or bubbling
- There are water stains or dirt on the walls
- There are gaps between the walls and ceiling or walls and floors
- Other
- There are no concerns

Please explain concerns checked above

***6. Common Area Flooring**

- The floor has visible stains, is marred, scuffed or worn
- The floor is broken, chipped or tiles are lifting
- There are holes in the carpeting
- Other
- There are no concerns about the condition of the flooring

Please explain any concerns checked above

***7. Common Area Ceilings**

- There are missing ceiling tiles
- There are stained ceiling tiles
- The ceiling is sagging
- There are items hanging from the ceiling of the room
- Other
- There are no concerns about the ceiling

Please explain any concerns checked above

***8. Common Area Windows/Skylights and Doors**

- There are cracks or holes in the windowpanes/skylights
- There is condensation in the windowpanes/skylights
- The window frames have rust, corrosion or peeling paint
- The window(s) are designed to open and close but don't operate
- The window(s) is missing a screen or the screen is ripped or has holes
- The shades/blinds are not in good condition and need attention
- There are flammable items, such as paper displays on the door or within five feet of the door opening
- The doors and hardware are not in good condition
- The doors and hardware do not operate properly
- Fire exits are obstructed
- Fire doors need service
- Other
- There are no concerns with the windows or doors

Please explain any concerns checked above

***9. Common Area Lighting and Electrical**

- Defective Exit Signage
- Defective emergency lighting
- There are items hanging from the light fixtures
- The lighting/electrical is not adequate
- There are missing fixtures or lamps
- The lights are flickering
- Defective electrical outlets
- Other
- There are no concerns about the lighting/electrical in the common areas

Please explain any concerns checked above

*** 10. Common Area Ventilation**

- The HVAC unit is currently not operative
- The HVAC supply vent operates consistently during occupied hours
- The HVAC supply vent grilles are dirty
- The HVAC supply vent has water in it or rust under it
- The common area is generally not comfortable (too hot, cold, stuffy, drafty, humid, etc.)
- The exhaust system is not working
- There are items blocking the vent grilles or stored within 3 feet of the vent or exhaust grill
- Other
- There are no concerns about the Common Area Ventilation

Please explain any concerns checked above

*** 11. Common Area Plumbing and Washrooms**

- Water fountains not operating properly
- Water fountain drains not working properly
- Water fountains have an odor
- Floor under the water fountain is porous
- Floor drains not working properly
- Floor drain traps are not properly filled
- The fixtures (sinks, toilets, urinals and faucets) are not cleaned
- Water closets and urinals are not working properly
- The sinks are not working properly
- The washroom supplies are not adequate
- The washroom does not smell clean
- The ventilation is not working properly
- The floor is not dry
- There are damaged wall and or floor tiles
- The doors do not operate properly
- Other
- There are no concerns about the plumbing and washrooms

Please explain any concerns checked above

*** 12. General Common Area Items.**

- The areas are not neat and organized
- Lockers and cubbies are not in good condition
- The posted notices and artwork are not properly secured to the walls
- Stairwells and adjacent areas are not clean
- Railings are damaged
- Items are stored under the stairwells
- Stairs are obstructed
- Pests have been noticed in the corridors
- Corridors have an odor
- Entrance matting is insufficient or defective
- Clothing is not appropriately stored
- Other
- There are no concerns about the general common area items

Please explain any concerns checked above

*** 13. Kitchen / Cafeteria**

- Kitchen and cooking equipment is not in good working order
- The floor is not free from food or debris
- Fire extinguishers are not operative or placed in appropriate location
- There are leaks in or around the equipment
- There are wall / ceiling leaks
- Ceilings are not in good condition
- Walls are not in good condition
- Plumbing fixtures are defective
- Food is not stored properly
- Waste receptacles are not adequate
- Waste receptacles are stored by air vents, doors or operable windows
- Area is not free of pests
- Cafeteria tables have defects
- Other
- There are no issues in the Kitchen / Cafeteria

Please explain any concerns checked above

14. Auditorium

- Walls are not clean
- Walls are not intact
- The floor is not clean
- The seating is not intact or in good working condition
- The acoustical paneling is dirty or damaged
- The stage curtains are dirty and or not working properly
- The stage equipment is not working properly
- There are wires and cords taped to the floor
- The stage floor is not clean or in good repair
- Exit lights and egress doors are not operating properly
- Other
- There are no concerns in the Auditorium

Other (please specify)

15. Custodial closets

- The closet is not clean or organized
- The area under or around the sink is wet
- The sinks and fixtures are not working properly
- The open pails and containers are not empty or dry
- The mops and rags have not been wrung out or dried
- Not all cleaning products or maintenance products are labeled
- The walls and ceilings have defects
- Floor drains are not filled
- Floor drains are not working properly
- Other
- There are no issues in the custodial closets

Other (please specify)

16. Boiler room / Electrical rooms

- The areas around the equipment are not dry and clean
- The walls and ceilings are not in good condition
- The equipment is not in good condition
- The equipment is not functioning properly
- The doors are not locked / student or unauthorized access is not limited
- The areas are not kept neat and organized
- The areas are being used as storage areas
- The exits and egress ways are not being kept clear
- Other
- There are no issues concerning the Boiler / Electrical rooms

Other (please specify)

*** 17. Other Issues**

- Material Safety Data Sheets for all areas are not accessible
- The Communication / Intercom System is in not working properly

Please explain any concerns checked above

TAB EIGHT D - EXTERIOR CHECKLIST

Exterior Checklist

***1. Team Member**

- Principal
- School Nurse
- Bldg.Grounds Supervisor
- Maint. team member
- Teacher team member
- Parent team member

***2. School**

- High School
- Gibbons
- Mill Pond
- Armstrong
- Fales
- Hastings

***3. Common Area**

***4. Today's Date**

***5. Building Entrances**

- There entrance pavement is not in good condition
- The entrance areas are not clean
- Entrance walk off mats are not in place at all entrances
- Walkways are not in good condition
- Stairs and ramps are not in good condition
- Railings are not in good condition
- Other
- There are no concerns

Please explain concerns checked above

***6. Roofs, Gutters and Downspouts**

- The roof membrane and flashing are not in good condition, i.e. leaks, ponding etc
- The roof drains are not being properly maintained, filled with leaves, dirt etc
- The gutters and downspouts are not in good condition
- The gutters and downspouts do not direct water away from building
- There are areas around the building that show evidence of moisture and ponding
- Other
- There are no concerns about the gutters and downspouts

Please explain any concerns checked above

***7. Exterior walls**

- There are signs of water accumulation such as staining and efflorescence
- The walls are not in good condition or need maintenance
- The walls are not intact, there are openings that would allow pests to enter
- The exterior shows signs of pests i.e. nests, droppings etc
- The air intakes are obstructed and or dirty
- The air intakes and operable windows are near vehicle staging areas or loading docks
- The exhaust from labs, washrooms and cafeteria, are located near air intakes
- Other
- There are no issues with the exterior walls or ventilation units

Please explain any concerns checked above

***8. Exterior Windows/Skylights and Doors**

- There are cracks or holes in the windowpanes/skylights
- There is condensation in the windowpanes/skylights
- The window frames have rust, corrosion or peeling paint
- The window(s) are designed to open and close but don't operate
- The window(s) is missing a screen or the screen is ripped or has holes
- The shades/blinds are not in good condition and need attention
- There are flammable items, such as paper displays on the door or within five feet of the door opening
- The doors and hardware are not in good condition
- The doors and hardware do not operate properly
- There are signs of water damage or moisture around the doors
- The doors are not being kept lock during occupied hours
- Other
- There are no concerns with the exterior windows or doors

Please explain any concerns checked above

***9. Exterior Lighting and Electrical**

- The parking lot and exterior lighting is not working properly
- There are areas where the lighting is inadequate
- There are exterior receptacles that are damaged or are not functioning
- Other
- There are no exterior lighting or electrical issues

Please explain any concerns checked above

*** 10. Paving, parking lots and drainage systems**

- The pavement is not in good condition, there are holes, ruptures or needs sealing
- The curbing is not in good condition, sections damaged or missing
- The parking/handicap/safety and fire lane markings are missing or faded
- The storm drains are blocked or covered
- The retention/detention basins are not being adequately maintained, i.e. overgrown or not flowing as designed
- Other
- There are no issues with the paving or markings

Please explain any concerns checked above

*** 11. Playgrounds and playing fields**

- The playing areas and surfaces are not in good condition, there are holes ditches etc
- The playground or athletic equipment is in need of repair
- The mulch or safety ground covering is not adequate
- The bleachers are not in good condition
- The guardrails on the bleachers are not in good condition or are in need of repair
- Other
- There are no issues with the playgrounds and playing fields

Please explain any concerns checked above

*** 12. Security barriers, backstops and fencing**

- The fencing or backstops are not intact or in good condition, needs maintenance
- The bushes and trees need trimming to preserve the integrity of fencing
- Other
- There are no issues with the fencing or backstops

Please explain any concerns checked above

***13. Loading docks and waste collection areas**

- Idling times for trucks is not limited to no more than 5 minutes
- The dumpsters and waste collection areas are not located away from air Intakes, doors or operable windows
- The areas are not kept clean and well maintained
- The noise from the loading docks and waste collection areas is not adequately isolated from activities inside the school
- The dumpsters are not sealed to elements and pests
- Other
- There are no issues with the loading docks and waste collection areas

Please explain any concerns checked above

TAB EIGHT E - ROLES AND RESPONSIBILITIES

SCHOOL-BASED HEALTH AND SAFETY TEAMS ROLES AND RESPONSIBILITIES

A. COMPOSITION

1. Teams will include representatives from the administration, staff (science background preferred (do we need to say this)), maintenance, school nurse and parents; school-based staff should be selected whenever possible.
2. Gibbons and the High School may wish to consider a student representative.
3. The building principal is responsible for establishing team membership.
4. Teams should be named by the principals at the start of the school year.

B. COMMITTEE ORIENTATION AND MEETING COMMITMENT

1. A training session for all teams will be scheduled for early September.
2. While it may vary from school to school, each team will probably meet at least 3 - 4 times during the school year;
3. Meetings of representatives of all school teams should be scheduled for December and April to share findings and best practices with each other and with the district Facilities Committee.

C. SCHOOL - BASED TEAM RESPONSIBILITIES

1. Request that staff complete online classroom checklists in early October.
2. Complete the annual building inspections and inspection report (TAB 3) by mid-November.
3. Prepare an annual report of findings, action plan and best practices following the fall questionnaires and inspections.
4. Prepare a follow-up summary in the spring for inclusion in the annual School Improvement Plan and communication with other teams.

D. ADMINISTRATIVE PROCEDURES

1. The building principal will select an appropriately trained individual to complete a building questionnaire for any area not otherwise reported by a staff member;
2. The building principal may issue a follow-up request to a staff member who does not return a questionnaire, asking them to do so
3. Symptom Report forms are designed primarily for data collection and reporting, with the expectation that any information or response requested by the staff member will be followed up by the nurse and any apparent building-related issues will be investigated by the administration
4. Significant or recurring maintenance issues that affect the health and safety of building occupants will be reported to the school teams and to parents as appropriate either individually or through school newsletters
5. Building-based surveys should be kept by the principal for one year so that data may be compared from year to year. Summary reports will be kept for at least five years.

TAB EIGHT F - WORK SCHEDULE

1. Request that staff complete online classroom checklists (including work orders as needed) in early October.	Early October	Principal / Asst	
2. Review online surveys and work orders.	October	Principal / Asst	
3. Collate staff surveys in the manner determined by Principal to be most appropriate for school, prepare summary, and distribute to Team members. (Work order ticket system should/will provide comprehensive summary of work orders)	October	Team designee(s)	
4. Review Housekeeping Plan, HVAC Maintenance Plan, and Schedule of Building Maintenance to provide the team with the appropriate background information for review of survey responses and for the walkthrough.	Before walkthrough	Team designee(s) selected to prepare survey summary	
5. Review maintenance log since last walkthrough; a) inquire about any matters or trends that may pose a future air quality, maintenance or safety problem. b) review for completeness.	Before walkthrough	Team designee(s)	
6. Review work orders issued since last walkthrough; a) note any individual matters or trends that may pose a future air quality, maintenance or health & safety problem. b) review outstanding work orders to determine whether any time sensitive matters remain unresolved. The team should follow up any such matters. c) put work orders in priority order.	Before walkthrough	Team designee(s)	

<p>7. Review reports about the building issued by any companies employed by the school department since last walkthrough. Reports will include those provided for the following types of issues: environmental, structural, engineering, contractor punch lists, traffic assessments, etc.</p> <ul style="list-style-type: none"> • note any matters or trends that may pose a future air quality, maintenance or safety problem. • review report to determine if changes are required in other local plans or schedules. 	Before walkthrough	Team designee(s)	
<p>8. Review Integrated Pest Management (IPM) Log.</p> <ol style="list-style-type: none"> a) note any matters or trends that may pose a future air quality, maintenance or safety problem. b) review non-routine transactions for potential problems. c) Review log to determine if changes are required in other local plans or schedules. 	Before walkthrough	Team designee(s)	
<p>9. Review Hazardous Substance Inventory (HSI)</p> <ol style="list-style-type: none"> a) obtain inventory listings to insure inventory was taken within the last 12 months. b) Review to see that the MSDS sheets are available, up to date, centrally located and that sheets appear to be included for all substances on hand. 	Before walkthrough	Team designee(s)	
<p>10. Provide Health and Safety Team with information on the following:</p> <ol style="list-style-type: none"> a) Results of Housekeeping Plan, HVAC Maintenance Plan and Schedule of Building Maintenance review b) Results of maintenance log review c) Results of work order review d) Results of external reports review e) Results of IPM log review f) Results of HSI review g) Status of prior period action plan 	Before walkthrough	Team designee(s)	

<p>11. Complete team walkthrough.</p> <p>a) Complete online Common Area Checklist,</p> <p>b) Designate party responsible for review of each room selected for review, including common areas. Rooms reviewed should include those where problems were noted in surveys, work orders, etc. and a sample of other locations.</p> <p>c) Checklist and any comments should be forwarded to person collating results.</p>	<p>Mid-November</p>	<p>Health and Safety Team</p>	
<p>12. Complete maintenance walkthrough to include boiler room, building HVAC, rooftop, and other mechanical systems/spaces.</p> <p>a) Complete online Maintenance Checklist, including work orders as needed</p> <p>b) Designate party responsible for review of each area.</p> <p>c) Checklist and any comments should be forwarded to person collating results.</p>		<p>Maintenance Staff</p>	
<p>13. Prepare annual fall report.</p> <p>a) Prepare draft report.</p> <p>b) Circulate draft report to members of team for comment.</p> <p>c) Incorporate changes to final report.</p> <p>d) Issue final fall report to the Facilities Subcommittee</p> <p>e) Share final report with entire staff</p>	<p>Friday before December Break</p>	<p>Team designee</p>	
<p>14. Keep Health & Safety Team and School Administration members informed of updates from parties responsible for overseeing completion of items noted in the Action Plan.</p>	<p>Ongoing</p>	<p>Facilities Director</p>	
<p>15. Update the Action Plan as items are completed.</p>	<p>Spring Report</p>	<p>Principal / Asst</p>	

16. Request staff to review rules, regulations and expectations concerning building space management and complete online work orders as needed.	Early October with a reminder in April	Principal / Asst	
17. Follow up as needed on outstanding facility/classroom concerns. Review: a) Maintenance log (see step 5) b) Work orders (see step 6) c) External reports (see step 7) d) IPM log (see step 8) e) Hazardous Substance inventory, if new inventory taken since fall. (see step 9)	By Mid-May	Team designee(s)	
18. Perform team walkthrough of any portion of the building or grounds if determined necessary by Principal based upon any problem areas identified.	By Mid-May	Team designee(s)	
19. Communicate results of procedures noted in 1-15 to the school staff by preparing summary spring report for distribution to staff and Facilities Subcommittee and for inclusion in School Improvement Plan.		Principal / Asst	
20. Work with Director of Buildings and Grounds to confirm summer maintenance plan.		Principal / Asst	

Directions for the Annual Report of the Health & Safety Team

Introduction

- A. List all team members.
- B. Document the fact that staff surveys were distributed, completed and compiled.
- C. Document the fact that other school related documents, listed in section 2 of the report, were reviewed by members of the team.
- D. Document that building walkthroughs were conducted by Team members and Maintenance staff.

Section 1: Staff Surveys

- A. Date staff surveys completed and the number of surveys returned as a percentage of the total surveys distributed. Document the areas of the building for which a survey was either not completed or returned that will be observed during the walk through.
- B. This section should include any other matters about the staff survey process that the team wishes to communicate to the district committee, if any.
(Example: There were many maintenance related matters reported on the staff's surveys that were not significant enough to include in the action plan. The staff has prepared work orders, however, for all matters noted on their surveys. All significant air quality, safety or maintenance findings, trends and training needs noted on the staff surveys have been included in the action plan in section 5 of this report.)

Section 2: Other Reviews

These reviews should be performed before the team walkthrough in order to provide the team with as much background information as possible.

- A. Document who reviewed the reports listed below. The review should be done from the date of the last review.
 - 1 - *Housekeeping Plan, HVAC Maintenance Plan, and Schedule of Building Maintenance.*
 - 2 - *Maintenance Log:* document period reviewed, e.g. May 1st through December 20th.
 - 3-*Open and closed work orders:* document work order number sequence reviewed in order to provide a starting point for the next review.
 - 4-*Reports prepared by companies employed by the school department during the review period:* (e.g. environmental, structural, engineering, traffic assessments, contractor punch lists, etc.) List actual reports reviewed and the dates of the reports.
 - 5-*Symptom Report Summary prepared by the nurse:* (symptom reports to be summarized and reported on by school nurse due to confidentiality), document period reviewed.
 - 6-*Integrated Pest Management Log:* document period reviewed.
 - 7-*Hazardous substance inventory:* for the inventory reports observed, document locations, dates and parties responsible for the inventories taken.

- B. This section should include any other matters about the process of reviewing the documents above that the team wishes to communicate to the Facilities subcommittee, if any. (Example: there were no symptom reports to be summarized by the nurse).

Section 3: Facility Walkthroughs

- A. Document which team members were assigned which areas of the building and the date of the walkthrough.
- B. Weather Conditions on the day(s) of the walkthrough.
(Example: sunny with temperatures in the upper 30's.)
- C. Data Gathering Process: Describe methods used for gathering data and/or type of data collected (e.g. observation, dialogue with staff, photos taken, temperature readings). (Example: The walkthroughs included both observation and dialogue with the staff and temperature readings in several classrooms that were excessively hot.)
- D. Plan for reporting on any portion of the walkthrough not included in team's report. (Example: maintenance review of roof hindered because of snowfall and will be inspected and reported on at a later date. The auditorium will be in use for a play for the next week; a walkthrough of this area will be completed upon completion of the play. The team will reissue its report if any reportable findings are noted.)
- E. Document the date of the maintenance department walkthrough(s), any limitations on its reviews and how those limitations will be resolved.
- F. Document any other matters about the team walkthrough process deemed worthy of reporting to the Facilities Subcommittee, if any.

Section 4: Other items of interest to be communicated by the Team to the Facilities Subcommittee, if any

Any matter that may not be related to air quality, safety or maintenance that is still worthy of being reported. The following issues should be considered for comment:

- scope of the Health and Safety Team's work;
- issues that need priority attention;
- ease of finding requested information;
- other unique problems or incidents.

Section 5: Action Plan for Resolving Significant Matters Noted

All significant air quality, safety or maintenance findings, trends and/or training needs identified in steps 2 – 4 will be documented in this section of the report. The following types of matters should be included in the action plan:

- A. Significant individual problems that affect air quality, safety or maintenance.
(Examples: non-functioning univent in a classroom, wet ceiling tiles found in a room, broken door latch on back door, etc.)
- B. Trends that could negatively affect air quality, safety or maintenance should be noted. (Example: more than 10% of the staff reported climate control problems in their classroom or leaking sinks in their classroom.)
- C. Trends that suggest that further staff training is needed should be noted.

(Example: more than 10% of the staff didn't know the purpose for or location of the MSDS sheets.)

Section 5A: Air Quality Matters

The following information should be documented for each item:

- A. Identify whether the item had already been documented in the prior period's action plan.
- B. Describe the problem and its exact location. Location can be attached in a separate report if deemed more efficient. Attach any data collected, e.g. pictures, if appropriate.
- C. Describe the potential effect of the problem on air quality.
- D. Recommended a solution to problem.
- E. Define the level of urgency (e.g. Urgent or Routine).
- F. Identify the person/persons responsible for the solution (e.g. maintenance, principal, teacher).

The following sections should be included and completed as problems resolved:

- G. Work order number if a work order is generated.
- H. List all corrective actions taken including the person/persons who took action and the date completed.
- I. Explanation for the actual cause of the problem and manner in which the problem was solved.

Section 5b: Maintenance and Safety matters

This section includes any items such as safety issues noted that the team wishes to bring to the attention of the administration. This section of the report should specify the following for each matter noted:

- A. Identify whether the item had already been documented in the prior period's action plan.
- B. Describe the problem and its exact location. Location can be attached in a separate report if deemed more efficient. Attach any data collected, e.g. pictures, if appropriate.
- C. Describe the potential effect of the problem on air quality.
- D. Recommended a solution to problem.
- E. Define the level of urgency (e.g. Urgent or Routine).
- F. Identify the person/persons responsible for the solution (e.g. maintenance, principal, teacher).

The following sections should be included and completed as problems resolved:

- G. Work order number if a work order is generated.
- H. List all corrective actions taken including the person/persons who took action and the date completed.
- I. Explanation for the actual cause of the problem and manner in which the problem was solved.

Section 5c: General Recommendations or Best Practices

This section should also include any general recommendations related to air quality, maintenance or safety not included in sections 5a or 5b above. For example, the schools are not currently provided with MSDS sheets by the contractors for the chemicals that they might use while performing services at the schools. We recommend that all contractors be required to provide MSDS sheets to the school on the date of service, for all chemicals to be used by them in their work. These sheets should be kept in the maintenance log with a copy provided to the school nurse.

A best practice is a policy or procedure that enhances or exceeds the current minimum requirements. This section should include any best practices noted on staff surveys or during team walkthroughs that would be proposed for adoption by all schools. For example, copies of the MSDS sheets obtained by cafeteria and maintenance personnel are submitted to the school nurse when they are received. This is useful because the nurse would use the information provided on the MSDS sheets to assist any staff or students affected by chemicals in use at the school. Immediate access to the MSDS sheets could assist in minimizing injury.

[INSERT SCHOOL NAME]
Annual Fall Report of the Health and Safety Team
[Insert Date]

Introduction

- A. The [insert school name] Health and Safety Team (the Team) was formed [insert date] and is comprised of:

Principal: [name]

Custodian: [name]

School Nurse: [name]

Staff: [name]

Parent: [name]

B. [Insert comment on survey completion]

C. [Insert comment on document review reported in Section 2 below]

D. [Insert comment on walkthrough process]

Section 1: Staff Surveys

- A. Staff surveys were completed on [insert date]. [Insert number] percent of the surveys distributed were returned. Surveys were not completed for the following areas of the building and will be observed during the team walkthrough;**

[insert areas for which surveys were not completed]

- B. [Insert any other appropriate information about the survey process]

Section 2: Other Reviews

- A. A team representative(s) reviewed the following documents prior to the team walkthrough.

- 1) Housekeeping Plan, HVAC Maintenance Plan, and Schedule of Building Maintenance
- 2) Maintenance Log from [insert date] through [insert date]
- 3) Open and closed work orders from [insert number] through [insert number]
- 4) [Insert names, dates, and authors of other independent reports]
- 5) Symptom Report Summary prepared by the nurse for symptom reports received from [insert date] through [insert date],
- 6) Integrated Pest Management Log book from [insert date] through [insert date],
- 7) Hazardous substance inventory [insert date] prepared and maintained by [insert name and title]

B. [Insert other comments about report review process]

Section 3: Facility Walkthroughs

A. The Team conducted the following walkthroughs:

Date	Team Members	Areas
[insert date]	[insert participants' names]	[insert areas reviewed]
[insert date]	[insert participants' names]	[insert areas reviewed]
[insert date]	[insert participants' names]	[insert areas reviewed]

B. Weather: [insert weather conditions]

C. Data Gathering Process: [insert description of methods used for gathering data and/or the type of data collected].

D. [Insert any plans to inspect any areas of the building not accessible during initial Walkthrough.]

E. [Insert comments on date, findings and any limitations of maintenance inspection of building exterior and systems.]

F. [Insert other matters about the walkthrough process to be reported.]

Section 4: Other items of interest to be communicated by the Health and Safety Team to the Facilities Subcommittee, if any

[Insert comments on any subject that may not be related to air quality, safety or maintenance that is still worthy of being reported.]

Section 5: Action Plan for Resolving Significant Matters Noted

All significant air quality, safety or maintenance findings, trends and/or training needs identified in steps 1 – 3 are documented on the following pages of the report.

SECTION 5A: AIR QUALITY MATTERS

1. State Problem	
a. Was problem noted in prior period's action plan?	[Insert Yes or No]
b. Describe problem and specific location, attach data collected, if applicable	
c. Potential effects	
d. Recommended corrective action	
e. Level of Urgency	[Insert Urgent or Routine]
f. Responsible party/parties	
g. Work Order Number	
h. Corrective actions and dates	Name Date Action
i. Actual / probable cause of problem	

SECTION 5B: MAINTENANCE AND SAFETY MATTERS

1. State Problem	
a. Was problem noted in prior period's action plan?	[Insert Yes or No]
b. Describe problem and specific location, attach data collected, if applicable	
c. Potential effects	
d. Recommended corrective action	
e. Level of Urgency	[Insert Urgent or Routine]
f. Responsible party/parties	
g. Work Order Number	
h. Corrective actions and dates	Name Date Action
i. Actual / probable cause of problem	

**SECTION 5C: GENERAL RECOMMENDATIONS AND
BEST PRACTICES**

1. Recommendation/ Best Practice	
a. Describe recommendation/ best practice	
b. Describe effect of best practice	

TAB EIGHT I - SPRING SUMMARY REPORT TEMPLATE

[INSERT SCHOOL NAME]

[INSERT DATE]

SPRING SUMMARY REPORT OF THE HEALTH AND SAFETY TEAM

This report is based on the review of the spring questionnaires completed by building occupants and a review of other reports developed this year as outlined in sections #19 and #20 of the School Health and Safety Team Work Schedule:

SIGNIFICANT NEW ISSUES

-
-
-

SIGNIFICANT ONGOING CONCERNS

-
-
-

MAJOR ACCOMPLISHMENTS

-
-
-