

Environmental Action Committee

- Sample Checklists (report cards)



<School> Elementary School Environmental Action for Asthma Committee Composition and Purpose

The Partnership's School Environment Component

Background

In 1996 – 97 **Partnership to Control Asthma in Public School's** staff conducted environmental assessments of the school buildings. Aggregate findings were presented to the Area D Superintendent and, on October 9th, to Principals at a meeting at Henry Ford Health Systems. The air monitoring for temperature, humidity, carbon dioxide, and biological contaminants was repeated in the fall of 1997.

Spring 1998

In the spring of 1998 the **Partnership** sponsored a day-long meeting with the EPA, DPS and Local 547 of the IUOE to introduce Building Services Staff to the *Tools for Schools Program*. Meetings were held with individual principals between April and May 1998, which yielded many ideas for how to proceed with "**Environmental Action to Control Asthma Committees**" in each school.

Next Steps

The principal of each participating elementary school will determine the next step. We suggest holding the first committee meeting in the summer or fall with members selected by the principal. At that time, the **Environmental Report Card** for the school building will be presented to be used as a guide for action.



<School> Elementary School Environmental Action for Asthma Committee Composition and Purpose

We are entering the phase of the **Partnership to Control Asthma in Public Schools** project where each school is invited to form a committee to monitor the <school> Elementary Schools building environment.

The **Environmental Action for Asthma Committee** may be a sub-committee of an existing School Improvement Committee at your school. The Principal may want to decide who will make-up the committee. The Committee might include:

The Principal	The Building Engineer	A Parent/LSCO Rep.
A Teacher	The Head Custodian	

Other staff that may be important to include:

The Assistant Principal	A Student	The Asthma Contact Person
Contract Providers	The School Nurse	Other Interested Staff

We suggest this committee mirror the process suggested by the national recognized *Tools for Schools* program. The Purpose and Goals of the committee are as follows:

- 1) **Review the school Environment Report Card** and recommendations (provided by the University of Michigan School of Public Health and the Partnership to Control Asthma in Public Schools). A representative of the Asthma Partnership will attend each committee meeting as a resource and ongoing committee member.
- 2) **Oversee a building assessment/inspection** by committee members to identify and/or monitor problem areas in the school. Use the **Environmental Report Card** and checklists provided by the Partnership or those of EPA *Tools for Schools*.
- 3) **Determine immediate and long-term actions** and specific tasks for addressing problem areas based on this inspection. These actions may be corrective or preventative. All actions are aimed at fostering good indoor air quality.
- 4) **Identify where the action needs to be directed.** Is this a building or a District action item? Can a case be made for bringing in consultants from the EPA? Assign tasks accordingly.
- 5) **Monitor progress** on actions and identify additional problem and prevention areas by holding meetings (suggest monthly meetings see below).

	Meeting Purpose	Action Between Meetings
Meeting 1:	<ul style="list-style-type: none"> Present and explain Partnership's Report "Facts and Findings" Discuss Action Plan 	
Meeting 2:	<ul style="list-style-type: none"> Present and explain building checklists Discuss general building services and maintenance needs at this school Assign re-inspection tasks 	<ul style="list-style-type: none"> School staff re-inspect school using checklists
Meeting 3:	<ul style="list-style-type: none"> Review staff findings of building checklists Prioritize school maintenance needs from findings Identify DPS requests and building priorities Evaluate process 	<ul style="list-style-type: none"> Submit 1 – 3 maintenance requests to District Identify priorities for building maintenance spending

4/22/2005

Dear <Principal's name>

Part of the **Asthma Partnership's** original commitment to your school was to provide information about how to address environmental conditions that may contribute to asthma symptoms.

Last spring we started this process by inviting you and your staff to initiate an **Environmental Action for Asthma Committee**. (This could be any existing committee in your school that would dedicate 3 meetings to this topic.) The task of the committee is to address the findings presented in the enclosed report, **Facts and Findings for <school name>**.

The report includes data from the first environmental assessments in the Spring of 1997. It includes dust sampling results, as well as, the follow-up mold and bacteria sampling findings from the fall 1997. Please review the report and call me with any questions.

Melissa Valerio and I are available in February and March to present and explain this data to your committee. Please contact us soon to schedule the first meeting in February. The purpose of the committee is recapped on the attached page.

Don't miss this opportunity to take Action to combat asthma and other indoor air related ailments in your building!! Contact us soon so we can arrange your school's **Environmental Action for Asthma Committee Report** presentation.



Best Wishes,

Lise Anderson, MPH
Project Coordinator

Partnership to Control Asthma
Environmental Action for Asthma meetings

	Meeting Purpose	Action between meetings
Meeting #1	<ul style="list-style-type: none"> • Present and explain Partnership's Report "Facts and Findings" • Discuss Action plan 	
Meeting #2	<ul style="list-style-type: none"> • Present and explain building checklists • Discuss general building services and maintenance needs at this school • Assign re-inspection tasks 	School staff re-inspect school using checklists
Meeting #3	<ul style="list-style-type: none"> • Review staff findings of building checklists • Prioritize school maintenance priorities from findings • Identify DPS requests and building priorities • Evaluate process 	<p>Submit 1 - 3 maintenance requests to District</p> <p>Identify priorities for building maintenance spending</p>

SCHOOL ROOM CHECKLIST DUST SAMPLING

1. Rater/ Technician _____ 2. School _____ code () 2b. Room # _____
3. Date _____ 3b. Sample 1 2 3 2c. Grade _____
4. Time _____
5. Temperature _____ 6. Humidity _____

7. Type of Room

_____ Classroom (1) _____ Library (2) _____ Cafeteria (3)

8. Is the gym used as the cafeteria? _____ Yes (1) _____ No(2)

9. Type of Floor Covering (Check all that apply)

_____ Vinyl, Linoleum, Hard Tile, Wood (1) _____ Rugs (2) _____ Carpeting (3)
_____ Rugs on Carpeting (4) _____ Other (5) _____

10. What is the condition of the carpeting?

_____ Not Applicable (88) _____ In tact, no holes (2) _____ Worn in spots (3)
_____ ripped, torn, holes, patched (4)

11. What is the type of ceiling material?

_____ Acoustical tile (1) _____ Sheet Rock (2) _____ Other (3) _____

12. What type of board is in the room? _____ Chalk (1) _____ White Board (2) _____ N/A (88)

13. How much dust is visible on the furniture? _____ None (1) _____ Dust visible (2) _____ Thick
Dust (3)

14. How much mold is visible in the room? _____ None (1) _____ Mold visible (2) _____ Thick
Mold (3)

15. How much water damage is visible on the floor, walls, ceiling? _____ None (1) _____ 1-2 water stains (2)
_____ 3 < water stains (3)

16. What odors are present in the room? (Check all that apply)

_____ None (1) _____ Outdoor (2) _____ Mold/Mildew (3) _____ Deodorizer (4)
_____ Food (5) _____ Perfume/cologne (6) _____ Other (7) _____

17. Are any live animals kept in the room?

_____ No (2) _____ Yes (1) _____ Aquarium (3) Type of Animal _____

18. Which of the following are present in the room? (Check all that apply)

_____ Operable Windows (1) _____ Upholstered furniture (2) _____ Thermostat (3)
_____ Fan Control (4) _____ Air Supply Grill (5) _____ Air Return Grill (6)
_____ Window Air Conditioning Unit (7) _____ Gas Space Heater (8) _____ Potted Plants (9)
_____ Steam Radiators (10)

How Many? _____

19. What is the type of window covering? (Check all that apply)

_____ None (1) _____ Shades (2) _____ Mini/blinds (3) _____ Blinds (4) _____ Other (5) _____

20. How much dust is visible on the window covering?

_____ None (1) _____ Dust visible (2) _____ Thick dust (3)

21. Is food permitted in classroom or regularly consumed in classrooms? _____ Yes (1) _____ No(2)

22. Regular number of students in the classroom _____



Checklist to Detect Mold and Signs of Moisture, Leaks or Spills

Standing water or constant moisture can contribute to microbial growth, which may or may not be visible. Look for standing water around or outside of the school building near:

- | | |
|---|--|
| <input type="checkbox"/> Drainpipes | <input type="checkbox"/> Water spigots |
| <input type="checkbox"/> Unit ventilators | <input type="checkbox"/> AC units |
| <input type="checkbox"/> Landscaping | <input type="checkbox"/> Water fountains |
| <input type="checkbox"/> Air washer | <input type="checkbox"/> Roof |

Use the enclosed school map to record what you find

Mold appears gold, brown or black in color and often looks similar to dust or dirt. Look for signs of water damage, mold or mildew in:

- ☐ Indoor areas near roof or wall leaks
- ☐ Walls around leaky or broken windows
- ☐ Floors, ceilings and cabinets around plumbing
- ☐ Bathrooms and locker rooms
- ☐ Carpets which are stained, rippled or ridged (almost a sure sign of past water damage), coming loose from the floor, or fraying. Look underneath carpets especially in suspicious areas.

Use the enclosed room checklists to record what you find.

If you discover active leaks during your inspection, highlight these on your checklist and repair them, or have the district repair them, as quickly as possible.

District Contact Name: _____ Phone #: _____



Room Checklist: Mold/Moisture

Room# _____

Moldy/musty odors.....YES NO

Visible mold/stains or discoloration
on the ceiling, walls or floor?.....YES NO

Locations:

Carpets rippled or in poor condition?.....YES NO

Leaks?.....YES NO

Room # _____

Moldy/musty odors..... .YES NO

Visible mold/stains or discoloration
on the ceiling, walls or floor?.....YES NO

Locations:

Carpets rippled or in poor condition?.....YES NO

Leaks?.....YES NO

Room # _____

Moldy/musty odors..... YES NO

Visible mold/stains or discoloration
on the ceiling, walls or floor?.....YES NO

Locations:

Carpets rippled or in poor condition?.....YES NO

Leaks?.....YES NO

Room # _____

Moldy/musty odors..... YES NO

Visible mold/stains or discoloration
on the ceiling, walls or floor?.....YES NO

Locations:

Carpets rippled or in poor condition?.....YES NO

Leaks?.....YES NO

Room # _____

Moldy/musty odors..... YES NO

Visible mold/stains or discoloration
on the ceiling, walls or floor?.....YES NO

Locations:

Carpets rippled or in poor condition?.....YES NO

Leaks?.....YES NO



Checklist for Inspecting Air Handling Systems

Check outdoor air intakes (central and unit ventilators)

- ☐ Check that intakes are unobstructed.
- ☐ Be sure that there are no pollutant sources nearby (dumpsters, vehicle idling areas, sprayed or clipped landscaping at ground level; plumbing vents, standing water, bird nests at roof level)
- ☐ Confirm that fresh air is entering the system intake with chemical smoke or tissue paper test.

Check unit ventilator and/or air handling room cleanliness

- ☐ Inspect air filters for proper fit, air leaks, and clogging.
- ☐ Check that drips are clean and drain properly in a clean drain pan.
- ☐ Ensure that insulation is not loose or corroded.
- ☐ Make sure air handling units are free of dust and corrosion.
- ☐ Air handling rooms should be free of all trash, cleaners, and chemicals at all times.

Be sure on-site personnel are trained in how to access all areas of the HVAC system that need to be cleaned, drained, or replaced on a regular basis.

District Contact Name: _____ Phone #: _____