

Medford Area Public School District Indoor Environmental Quality Program

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1. Mission Statement

School buildings are kept in good repair, suitably equipped and in safe and sanitary condition to promote a positive learning environment. In accordance with the requirements identified under Wisconsin Statutes 120.12 (5) and 121.02 (1) (i) and Wisconsin Administrative Code PI 8.01 (2) (i), the **Medford Area Public School District**'s designated officials will take appropriate steps to provide and maintain safe and healthful facilities.

As required in WI Stat. 118.075 (3) and (4), the **Medford Area Public School District** will maintain indoor environmental quality (IEQ) in schools as appropriate with measures that include quality heating, ventilation and air conditioning (HVAC) systems, moisture control, integrated pest management, cleaning and maintenance schedules, appropriate materials selection, routine building inspections by maintenance personnel, appropriate training of staff, and communication.

2. Role of the IEQ Coordinator

The **Medford Area Public School District** has identified the following person(s) as the IEQ Coordinator(s) for specific buildings within the district.

Becky Weir	Medford Area Elementary School
Jamie Cliver	Stetsonville Elementary School
Stu Amundson	Medford Area Middle School
Ed Piller	Medford Area High School
Dave Makovsky	Medford Area Public School District – District Office
Dave Makovsky	Medford Area Public School District – School Forest

The IEQ Coordinator's responsibilities will be determined as appropriate, however, shall include and are not limited to:

- Serving as the primary contact person for issues related to IEQ within a specific school building. The Coordinator will be responsible for:
 - collecting written IEQ concerns and ensuring that the contact information is recorded for the person reporting the concern(s);
 - communicating with the administration and the school board about IEQ concerns that have been reported;
 - determining if an investigation is necessary and assigning an appropriate individual to investigate the concern;
 - communicating an anticipated timeline for completion of the investigation;
 - sharing results of the investigation with the concerned person, administration and school board;
 - ensuring that proper follow-up, remediation, and clean-up is scheduled and completed in a timely matter;
 - maintaining a complete record of IEQ concerns and resolutions for a minimum of seven years;
 - advising the school board if updates and/or changes are necessary to the district's IEQ management plan;
 - communicating with staff, parents, and other parties regarding IEQ; and
 - leading an IEQ team if the district determines a team is necessary to assist the IEQ Coordinator(s) with policy revisions, review of building concerns, communications, or other tasks as necessary

3. Communication

The **Medford Area Public School District**'s communication plan to inform staff, students, parents, and the public of the district's indoor environmental quality (IEQ) status has been developed as deemed appropriate, however, does include the following:

- annual publication of a notice to students, staff, and the community that the district has an IEQ management plan in place, using the website, student handbook, the local newspaper, or other appropriate means;
- designation of contact persons for IEQ concerns and definition of responsibilities;
- development of policies related to IEQ of the district's buildings that will be reviewed periodically along with other district policies;
- use of the district's current procedures to provide information to the media regarding non-emergency situations;
- accommodation of the needs of students, parents, and staff in the event of an IEQ emergency. One or more contact persons will be identified to work with the media and update the community during a crisis. The person/people will be determined by the district administrator.

4. Reporting

The **Medford Area Public School District** encourages the prompt reporting and resolution of any and all IEQ concerns to provide a healthy and comfortable environment for students, staff, and visitors and avoid unnecessary costs related to the neglect of IEQ issues.

The **Medford Area Public School District** procedures for the reporting of IEQ concerns will be developed as needed. Current procedures are outlined under the responsibilities of the IEQ coordinator identified in Section 2 of this plan. A form is provided for staff, students, parents or the public to report IEQ concerns in writing and is available in Appendix A.

5. Addressing IEQ Findings

The IEQ Coordinator will act as directed by the district administrator and will use a variety of tools, such as the *Tools for Schools Problem Solving Wheel*, *Problem Solving Checklist*, and Sections 4-6 of the *Tools for Schools Indoor Air Quality (IAQ) Reference Guide* to help identify IEQ problems and provide for appropriate resolution. The Tools for Schools materials can be found at www.epa.gov/iaq/schools/index

Additionally, the IEQ Coordinator may refer the concern to a maintenance staff person or contractor to investigate if necessary as funding allows and will **describe the actions the school or district IEQ Coordinator will take to identify and resolve IEQ concerns.**

When formal IEQ concern investigations result in the identification of specific IEQ issues, the issues will be dealt with as appropriate while prioritizing from most to least critical, ensuring that urgent or simple issues are addressed promptly and issues that require continual attention are scheduled for regular review as appropriate. If the source of a problem cannot be identified or the problem persists despite the initial efforts by district staff to identify and remediate it, the IEQ Coordinator will discuss the matter with the appropriate district official(s) in order to determine whether a meeting with professionals, experts, and other outside personnel may be needed.

As described in Section 2 of this plan, the IEQ Coordinator will ensure that results from the official IEQ concern investigation are recorded, actions taken are documented, a response is coordinated, and communication is made with all relevant parties. Copies of all documents will be kept by the building's IEQ Coordinator. The IEQ Coordinator will develop and recommend specific policy changes for non-urgent issues that can be addressed by district policies and present the recommendations to the district administrator for review. New or revised policies will be added to this IEQ Management Plan.

6. IEQ Policies

The **Medford Area Public School District** will develop IEQ related policies as needed. The school district has developed, or will develop, formal district policies based on existing procedures and practices, and has adopted the following as its IEQ Policies:

- Non-Smoking Policy: Wisconsin Statute 101.123 (2) (a) 2 prohibits tobacco use in all educational facilities.
- Animals in the Classroom Policy
- Food in the Classroom Policy
- Painting Policy
- Hazardous Materials Policy
- Asbestos Hazard Emergency Response Act (AHERA) Management Plan
- Integrated Pest Management Program
- Lead Policy
- Radon Gas Policy
- Anti-Idling Policy

7. Procedures for Maintenance and Facility Operations

A. Cleaning and Chemicals:

Regular and thorough cleaning is an important means for the removal of air pollutant sources. The **Medford Area Public School District** will address cleaning and chemical handling issues as appropriate. However, the school district **has developed, or will develop**, written procedures for cleaning and handling of cleaning and chemical compounds.

B. Flooring:

Regular and effective cleaning and maintenance of all floor coverings used in district buildings is essential to keep floors dry and clean. The **Medford Area Public School District** will maintain flooring as appropriate and **has developed, or will develop**, written floor cleaning procedures.

C. Preventive Maintenance and Operations:

Preventive maintenance involves routine inspection, adjustment, and repair of building structures and systems, including the heating, ventilating, and air conditioning system (HVAC); unit ventilators; local exhaust; fresh air intakes; 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 to maintain comfortable temperatures and humidity in occupied spaces. The **Medford Area Public School District** will address preventive maintenance as appropriate. The school district will also provide operations manuals and maintenance records in close proximity to each major piece of equipment or system to ensure routine maintenance.

D. Microbial Management:

Microbials such as mold, bacteria and viruses, are a significant cause of illness, health symptoms and discomfort for building occupants. Moisture control is the most effective way to control microbial growth. The **Medford Area Public School District** will manage microbials as appropriate. It is school district policy to promptly investigate signs of water intrusion and/or microbial growth. Materials contaminated with microbials will be promptly cleaned or replaced. Mold growth will be removed from non-porous surfaces with a strong brush and non-ammonia containing detergent and thorough drying. Remediation projects that cannot be handled by district staff will be contracted to appropriate professionals. Specific control and protection measures will be used as needed for large-scale remediation projects.

8. Construction and Renovation

The **Medford Area Public School District** will adhere to the state, federal and municipal building code guidelines and other mandates/rules/regulations when doing construction and/or renovation projects, including the Wisconsin State Building Codes that can be found at www.dsps.wi.gov/sb/SB-DivCodesListing

The **Medford Area Public School District** will comply with all building codes and consider IEQ when planning construction and renovation projects. The findings from walk-through inspections and building systems evaluations will be considered when planning renovations.

9. Staff Responsibilities for Maintaining Good IEQ

All **Medford Area Public School District** staff members play an important role in maintaining and improving environmental quality. Since the actions of staff members can affect the quality of the indoor environment in school buildings, employees will be provided with information and training about IEQ as appropriate through online tools and materials identified in the recommendations of the **School's IEQ task force**.

Information and training for all staff will be provided as needed using free or low cost online tools, materials, or webinars to the extent possible, with more specialized training secured for maintenance and/or buildings and grounds staff as funding permits.

- A. **Teachers** will help to maintain adequate airflow from ventilators by refraining from stacking books or other items on ventilators, or covering vents with posters, or turning off fans due to noise, and by removing clutter in their classrooms, properly disposing of hazardous waste, and enforcing the school's various IEQ policies in their classrooms.
- B. **Administrators** will communicate the school's activities to the school board, staff, students, and community and ensure that the school is implementing IEQ policies appropriately.
- C. **Facility Operators** will ensure that HVAC systems are operating properly and buildings are maintained adequately and cleaned regularly.
- D. **Custodians** will follow all policies regarding cleaning chemicals, ensure that school is regularly vacuumed and swept, clean drain pans, empty trash cans, and check drain pipes regularly. They also look for signs of pest problems and inform the appropriate people of any issues.
- E. **Health Officers/School Nurses** will track illnesses, such as asthma, that may provide an early warning of IEQ problems.
- F. **The School Board** will approve and support the IEQ Management Plan.

10. Prevention of IEQ Problems

The **Medford Area Public School District** is committed to preventing IEQ problems. To reach this goal, the district will take whatever actions are appropriate and possible given availability of budget and staffing. Additional prevention efforts will include:

- keeping equipment and operating systems in good working condition and make every effort to best accommodate the needs and comfort of students, staff and other users of the school building;
- evaluate building systems and conduct walkthroughs of the various district buildings, schedule regular review and maintenance for those systems that require continual attention, and handle IEQ concerns identified during the walkthroughs in accordance with #5 in this plan;
- comply with all applicable codes and operate current systems based on how they were designed to be used to ensure high quality facilities for all district functions

Appendix A

Medford Area Public School	Number:
	Date: 3/20/2019

	Revision: Revision 3
Procedure: IEQ Concern Response, Reporting, & Investigation	Page: 1 of 3

IEQ Concern Response, Reporting, and Investigation Procedure

1.0 GENERAL

- 1.1 **Purpose:** The purpose of this procedure is to provide guidance on IEQ concern response, reporting, and investigation.
- 1.2 **Scope:** This procedure applies to all employees whenever a concern occurs.
- 1.3 **Responsibility:** It is the responsibility of every employee to comply with this procedure.

2.0 REPORTING

- 2.1 **Medical Concern:** Any time there is an injury/illness/accident all employees are empowered to call 911 if deemed necessary. If it is not an emergency situation, first aid can be administered by an employee trained in first aid/CPR.
- 2.2 **Notification:** The employee must notify the IEQ Coordinator immediately after the IEQ concern is realized.
- 2.3 **Documentation:** IEQ coordinator will collect written IEQ concerns and ensuring that the contact information is recorded for the person reporting the concern(s). The concern is documented on the IEQ Concern Form located in Appendix B.

3.0 COMMUNICATION

- 3.1 IEQ Coordinator will communicate with the administration and the school board about IEQ concerns that have been reported;
- 3.2 IEQ Coordinator will determine if an investigation is necessary and assigning an appropriate individual to investigate the concern and will communicate this step;
- 3.3 IEQ Coordinator will communicate an anticipated timeline for completion of the investigation;
- 3.4 IEQ Coordinator will share results of the investigation with the concerned person, administration and school board;

4.0 PROCESS

- 4.1 IEQ Coordinator will ensure that proper follow-up, remediation, and clean-up is scheduled and completed in a timely matter;
- 4.2 IEQ Coordinator will maintain a complete record of IEQ concerns and resolutions for a minimum of seven years;
- 4.3 IEQ Coordinator will advise the school board if updates and/or changes are necessary to the district's IEQ management plan;
- 4.4 IEQ Coordinator will communicate with staff, parents, and other parties regarding IEQ;
- 4.5 IEQ Coordinator will lead an IEQ team if the district determines that a team is necessary to assist the IEQ Coordinator(s) with policy revisions, review of building concerns, communications, or other tasks as necessary.

<i>Procedure: IEQ Concern Response, Reporting, & Investigation</i>	<i>Page: 2 of 3</i>
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5.0 LEAVING / RETURNING TO WORK

- 5.1 **Leaving Work:** If an employee leaves work in order to seek medical attention he or she must:
 - 5.1.1 Give information to the IEQ Coordinator as necessary to complete the IEQ concern form.
 - 5.1.2 Get approval from the supervisor. The supervisor can assign the person to modified duty for the

remainder of the shift if they choose to seek medical attention after their shift or not at all.

5.1.3 An employee cannot leave before the end of their shift following an injury/issue without reporting the injury and obtaining the supervisor's permission.

5.2 **Seeking Medical Attention After Shift End:** If an employee seeks medical attention after the end of their shift

it is their responsibility to bring the documentation from the attending medical professional with them to work,

and submit it to the supervisor before the start of their next scheduled shift.

5.3 **Returning With Restrictions:** Any employee returning to work after seeking medical attention must be cleared by the supervisor. Upon returning to work the employee must report to the supervisor and present the documentation supplied by the attending medical professional.

5.4 **Returning To Work After Medical Transport:** Any employee returning to work after medical transport should report directly to their supervisor on their first day back. The employee must present the documentation

supplied by the attending medical professional to the supervisor. At that time the supervisor will determine if the employee may return to their original job or if modified duty is necessary.

5.0 COMPLETING THE IEQ INVESTIGATION

6.1 The IEQ Coordinator/supervisor is available as a resource for all steps in the IEQ concern response, reporting, and investigation process and will review all completed IEQ concern investigations.

6.2 The IEQ Coordinator/supervisor is responsible for completing the employee statement and determine the root cause. A copy of the signed employee statement must be turned into the IEQ Coordinator. It is also the IEQ Coordinator's responsibility to complete the Corrective Action Plan portion of the IEQ Concern Form, which is located in Appendix B. The Corrective Action Plan should address the root cause, determined by the safety report, and could include maintenance requests, retraining, procedural change, etc. It is then the IEQ coordinator's responsibility to meet with their supervisor to discuss the Corrective Action Plan. Once both of

the supervisors agree on the corrective action the plan should be sent to the district administrator.

6.3 The district administrator will review all completed IEQ Concern Investigations and will track completion of all follow-up to ensure timely completion.

**Appendix B
Indoor Environmental Quality (IEQ) Concern Form**

General Information			Date:
Name:		Email Address:	
Address:			Phone:
Staff	Student	Parent	Other

Simple Issue	Moderate Concern	Urgent Concern	Immediate Concern
Building of Concern:		Type of Concern:	
Describe IEQ Concern – Attach any supporting documentation			
IEQ Coordinator's Use Only			
Attach all other pertinent documentation			
Date Recorded:		Person assigned to investigate:	
Date Investigation Began:		Date Investigation Complete:	
Result of Investigation			
Clean up, Remediation, or Other Work Necessary: _____ No _____ Yes		Person Assigned:	
Date Work Begun:		Date Work Complete:	
Follow Up Contact Made: _____ No _____ Yes, Date of follow up:			

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