



2008 *Indoor Air Quality Tools for Schools* National Leadership Award Application

Indoor Air Quality (IAQ)

Instructions

The U.S. Environmental Protection Agency's (EPA) *Indoor Air Quality Tools for Schools (IAQ TFS)* National Leadership Award is presented to schools and/or school districts with a senior-level commitment to establish and maintain a sustainable IAQ program as well as to relate your school IAQ strategies to the framework for effective school IAQ programs (i.e., Organize, Assess, Plan, Act, Evaluate, and Communicate).

Recipients of the *IAQ TFS* National Leadership Award will receive:

- A "Certificate of Achievement" signed by an EPA official;
- Recognition on EPA's Web site - www.epa.gov/iaq/schools/awards.html;
- Access to topical web conference calls, training, events, and recognition and mentoring opportunities; and
- Regular e-mail updates aimed at advancing your school IAQ program.

How To Apply

Interested candidates should complete the *IAQ TFS* National Leadership Award application, which may be downloaded at www.epa.gov/iaq/schools/leadershipaward.html. Applications will be evaluated based on whether applicant schools have selected an IAQ Coordinator and/or established an IAQ team. Applications for the Leadership Award are accepted **year-round** on a non-competitive basis. For specific questions, contact Jennifer Lemon at (202) 343-9608 or lemon.jennifer@epa.gov.

The application is a fill-in form, which will allow you to save what you have filled in on your computer and submit it electronically via e-mail.

All applications may be submitted by e-mail, facsimile, U.S. Mail, or special delivery services (Federal Express, United Parcel Services, etc.).

E-mail:

ATTN: *IAQ Tools for Schools* Awards Coordinator

awardscoordinator@cadmusgroup.com

Facsimile:

ATTN: *IAQ Tools for Schools* Awards Coordinator

(703) 247-6001

U.S. Mail (or Special Delivery):

ATTN: *IAQ Tools for Schools* Awards Coordinator

The Cadmus Group, Inc.

1600 Wilson Blvd, Suite 500

Arlington, VA 22209

(703) 247-6000



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School or School System/District Information

Please provide all of the information requested in the table below. *Note: If the contact person for this application is not in school during the summer break, please provide additional contact information (e.g., cell phone, alternate contacts) to allow EPA to contact you about your application, if necessary.*

The application is a fill-in form, which will allow you to type your answers directly into the form, save what you have filled in on your computer, and submit it electronically via e-mail.

IAQ Coordinator Contact Information	
School System/District Name	
Name(s) of IAQ Coordinator or IAQ Team Members (if necessary, please include an additional sheet listing all IAQ Team members)	
Title	
Department	
Address	
City, State, Zip Code	
Telephone	
Fax Number	
E-mail Address	
School System/District Profile	
Total Number of Students	
Total Number of Staff	
Total Number of Facilities in Your System/District (e.g., 45 schools, 5 educational support buildings)	
Age Range of All System/District Facilities (e.g., 5-90 years old)	
Total Square Footage (ft ²) of All System/District Facilities (e.g., 1.5 million ft ²)	
Total School District Budget	
Number of School Facilities in Your School System/District Participating in the IAQ TFS Program	



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Please review the statements in each section and check all boxes that apply to your school or school district IAQ program.

Organize for Success

1. Our school/school district has organized a sound, committed team of people to address indoor air quality (IAQ) in our school(s) that, at a minimum, includes:

- Identifying an IAQ Coordinator or Team to lead and track IAQ activities
- Identifying key decision makers that are integral for IAQ program success
- Meeting with senior management to present the IAQ program and gain their support
- Securing a signed letter of commitment from a top-level school/school district official

2. Other important actions we are taking to organize our IAQ program include:

- Gathering current IAQ and related policies; contact information for contractors, maintenance staff, bus drivers, and others as appropriate
- Establishing a process for gathering and tracking checklists and IAQ complaints/concerns
- Contacting an EPA Regional Office or EPA National Partner to assist with organizing our IAQ program
- Contacting an *IAQ TFS* Mentor to assist with organizing our IAQ program
- Setting up an IAQ Resources and Communications center
- Other _____

Assess Environments Continuously

1. Our school/school district has assessed the overall condition of IAQ in our school system facilities and identified critical items. At a minimum, our current or completed actions include:

- Developing an IAQ profile for each school building (e.g. obtaining a map/blueprint of each school, reviewing building-related documents, conducting walkthroughs)

2. We use the following checklists—or created customized checklists—from the *IAQ TFS* Action Kit to assess IAQ during walkthrough inspections:

- | | |
|---|--|
| <input type="checkbox"/> Administrative staff | <input type="checkbox"/> Teacher's classroom |
| <input type="checkbox"/> Building grounds and maintenance | <input type="checkbox"/> Ventilation |
| <input type="checkbox"/> Food service | <input type="checkbox"/> Waste management |
| <input type="checkbox"/> Health officer/school nurse | <input type="checkbox"/> Walkthrough |
| <input type="checkbox"/> Integrated Pest Management (IPM) | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Renovation and repairs | |



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3. Our school/school district has established benchmarks—based on the findings from the school walkthrough(s) and checklists—for assessing and measuring success. Our success metrics include tracking:

- | | |
|--|--|
| <input type="checkbox"/> Visits to the school nurse | <input type="checkbox"/> Financial data (i.e., costs of IAQ improvements leading to long-term savings) |
| <input type="checkbox"/> Response time to IAQ complaints | <input type="checkbox"/> Maintenance logs |
| <input type="checkbox"/> IAQ complaint logs | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Feedback from occupants | |
| <input type="checkbox"/> Number of absentee/sick days | |

Plan Short and Long-Term Activities

1. Our school/school district has created a sustainable, management-approved plan to address indoor air quality (IAQ) in my school(s). At a minimum, we promote a list of short-term and long-term activities to resolve or prevent IAQ problems. Our current or completed actions include:

- Determining a schedule/timeline for IAQ related events and implementing the IAQ management plan
- Establishing a plan for regular walkthroughs of school facilities
- Determining building heating, ventilation, and air conditioning protocols
- Developing a waste management plan
- Developing procedures to report, address, communicate, and follow-up on IAQ complaints
- Determining activities to prevent outdoor pollutants from entering indoors
- Establishing building moisture control plans
- Defining mold/microbial management procedures
- Planning for cleaning and maintenance of floor coverings
- Establishing preventative maintenance and operational plans
- Developing/Establishing construction and renovation plans
- Involving EPA regions, other government organizations, and/or not-for-profit organizations in the planning and implementation of our IAQ program
- Other _____

2. Other important actions we are taking to support our plan for managing IAQ in our school/school district include:

- Getting approval from various stakeholders, such as principals, teachers, custodians, staff, and managers
- Taking steps to integrate IAQ into regular management activities through the development, adoption, and use of certain IAQ policies and best practices (e.g., adopt no-smoking policies, implement Integrated Pest Management program, select and store proper cleaning products, paints, pesticides, and other potentially harmful chemicals)



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Act to Address Structural, Institutional, and Behavioral Issues

1. Our school/school district is taking action to improve indoor air quality (IAQ). At a minimum, our current or completed actions include:

- Addressing items in our prioritized plan

2. Other important actions taken by our school/school district to improve IAQ include:

- Utilizing information gathered in the assessment to establish building priorities
- Integrating IAQ activities into regular school facility operations and maintenance
- Conducting walkthroughs of school facilities
- Implementing building, heating, ventilation, and air conditioning (HVAC) protocols that include proper operation and regular maintenance
- Selecting cleaning and pest control products that minimize exposure to pollutants
- Executing an Integrated Pest Management program
- Implementing a radon testing program
- Implementing procedures to report, address, communicate, and follow-up on IAQ complaints
- Executing procedures to prevent outdoor pollutants from entering indoors
- Implementing building moisture control plans
- Re-evaluating and updating the IAQ management plan
- Other _____

3. Our school/school district has taken action to educate and inform the school district and community on IAQ issues. Current or completed actions include:

- Educating staff and others on IAQ problems, policies, prevention, and action
- Training staff on the IAQ management plan
- Establishing regular meetings with the IAQ team, administrators, staff, and parents to discuss the status of actions
- Other _____

Evaluate Results for Continuous Improvement

1. Our school/school district has established baselines, metrics, and procedures for evaluating IAQ on an ongoing basis. At a minimum, our current or completed actions include:

- Ensuring IAQ program sustainability by continually re-evaluating the program, plan, policies, procedures, and results using measurable data
- Assessing progress toward reaching short- and long-term goals identified in our IAQ management plan



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2. Other important actions taken by our school/school district include:

- Tracking progress and evaluating results and outcomes from IAQ activities. We have established metrics to measure:
 - Student and/or teacher visits to the school nurse
 - Financial metrics
 - Response time to address IAQ complaints
 - Absentee/sick days
 - Customer/occupant Satisfaction
 - IAQ complaints
 - Other
- Establishing accountability for IAQ-related issues among appropriate school personnel
- Documenting and communicating results of IAQ evaluations
- Re-evaluating IAQ benchmarks for accuracy
- Other _____

Communicate with Everyone, All the Time

1. Our school/school district regularly communicates with stakeholders in our community as part of our schools' indoor air quality management program. At a minimum, our current or completed actions include:

- Communicating the adoption of new or revised IAQ-related policies and procedures
- Widely communicating school/school district commitment to providing a healthy school environment
- Developing and using communication strategies for reaching target audiences (school personnel, students, teachers, parents, community, school board, etc.), and methods to ensure the delivery of accurate, consistent, and clear information
- Communicating the intent, next steps, and results of IAQ actions to all concerned parties of the school community in particular:
 - Administrators
 - Business officials
 - Architects
 - School nurses
 - Facility/maintenance managers
 - Local health officials
 - School board members
 - Parents
 - Other _____



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2. Communication methods we utilize to ensure that accurate, consistent, clear information is distributed to the appropriate audience(s) include:

- School intranet (internal)
- School Web site (external)
- Internal newsletters, brochures, pages in employee handbook
- Newsletters to parents, community
- Media/public relations efforts (proactive and/or reactive)
- Audio or public service announcements
- Email to parents with information on meetings
- Present updates and demonstrations at back-to-school nights
- Develop lesson plans and incorporate IAQ issues into classroom curricula
- Other _____

Receipt of the *IAQ TFS* National Leadership Award is an indication of an effective, comprehensive IAQ Program. As you continue to enhance your school IAQ Program, we encourage you to consider applying for the *IAQ TFS* National Excellence Award. This competitive award recognizes outstanding school districts that have achieved IAQ excellence. To learn more about the *IAQ TFS* National Excellence Award, visit <http://epa.gov/iaq/schools/iaqtf awards.html>.

In submitting this Application Form, I certify, to the best of my knowledge, the aforementioned information is accurate.

Name _____

Title _____

Organization _____

Signature _____